Nevada Union High School
SELF-STUDY REPORT
11761 Ridge Road
Grass Valley, California 95945

Nevada Joint Union High School District
February 12-15, 2017
ACS WASC/CDE Focus on Learning
Accreditation Manual 2016 Edition
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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, and any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.
3. The analysis of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria.
5. The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

Timeline Of The Self-Study

Feb

8-10 - Mission/Vision/SLO Retreat

May

11th - Staff Meeting presentation on WASC process for Self-Study w/timeline and What WASC Wants

June

13th - SLO/Mission/Vision Committee meets
16th - Data Party - Meet w/representatives from eSchools/Sunguard to discuss issues with data reporting, analysis

August

2nd - Community Roundtable
16th - Whole Staff (certificated/classified) WASC Feedback on Sections A and E
   -Survey
   -Small Table Discussion on Big Ideas
22nd - Department Homegroups Work on Prompts from Sections B,C, and D
   (most complete by 10/31)

September

12th - Classified Meeting for Feedback on School/WASC
12th - NUPC - Nevada Union Parent Club meets - presentation on WASC process and how to get involved
15th - Student Recruitment Committee meets to brainstorm greater participation
19th, 20th - Student Recruitment Video plays on Daily Diggins (morning announcements)
14th, 15th, 20th, 21st - Student Town Hall Meetings for Feedback
26th Focus Group Session I - General Responses to Prompts
Writing Chapter I - School Info and DATA

October
3rd - NUPC meets and announcement/recruitment to Focus Groups and Parent Homegroup sessions
6th - Parent Homegroup Feedback Sessions - 7:30-8:30am and 4:00 - 5:30pm
10th - Focus Group Session II - Identify Strengths and Areas of Growth
26th - Focus Group Session III - Prioritizing Action Plan Ideas, Rationale, Details

November
30th - Action Plan Summit - WASC Lead Team

December
7th - presenting Action Plan to staff
13th - pre-visit with chair of Visiting Committee

January (2017)
-presenting Action Plan to stakeholder groups for feedback

February
12th - 15th Visitation Committee visit

Summary of the Involvement of Stakeholders

Certificated
Certificated teachers were involved in the process in numerous ways during the self-study. In the execution of the tasks of the 2013/4 Action Plan, staff members have been aware through updates, through doing the work, monitoring progress and evaluating effectiveness of the work. The staff was brought into the self-study during a staff meeting in May, where they heard what was involved in the self-study and what WASC was looking for in the report. Departments began discussing and answering prompts about Chapter IV: sections B,C, and D, and were then heavily involved in the Focus Groups. Many department chairs were present during the Action Plan summit in which remaining tasks from our previous action plan, were blended with work from our SPSA and the feedback derived in our focus groups into a new action plan. All staff members reviewed the Action Plan and small changes were made based on feedback.

Classified
Classified staff members were introduced to the self-study at the beginning of the school year in August. Feedback on Governance and Culture were surveyed and small groups were formed for discussion on what was most present for staff members. A classified home group was held during a classified meeting, and while some departments of classified staff were not present, a good discussion was held without the presence of administration. An anonymous classified survey was delivered by the leadership of the classified union and while responses were few, the feedback was important. Classified staff members were invited and requested to attend the focus groups. Attendance was good for some departments, and weak for others, until the last focus group when administration was more direct in its request for classified attendance, and then all departments
were present. Classified will review the action plan in January with any feedback and/or changes passed along to the Visiting Committee.

**Students**

Students have been involved throughout the self-study process, just not in the numbers that would represent a good cross-section of the school. A handful of pro-active students have offered clear well thought out feedback in student Town Hall Meetings, and that same handful has been a clear voice during the focus group sessions. A student group was drafted by the WASC coordinator to increase student involvement and good ideas were brainstormed and pursued without a great increase in student involvement, including all student emails and all school PA announcements. Three Partnership students created a video to raise student awareness about WASC which was played in the morning news bulletin. Two students participated in the Action Plan Summit (8-10% of the participants).

**Parents**

Parent involvement was also suboptimal. Parents were recruited to Parent Homegroup meetings, occurring before and after school, through the NUPC, on its Facebook page, on the school’s website WASC page, as a parent all-call, and in parent-to-parent outreach emails. The attendance at the parent homegroups was under 20 parents. Some parents were very active participants in the focus groups, with particular concerns to bring to the Instruction, Culture, and Communication.

**Community**

Our greatest community involvement came this summer during our Community Roundtable dinner and discussion. Community members (business and civic leaders) were invited to participate in the creation of our SLOs by responding to our questions about what they wanted to see the graduates of their local high school know and be able to do. The event was well attended and we will build on the momentum to get more community involvement, including the creation of departmental community advisory panels/groups. There was no direct outreach to the community (beyond parents) to participate in the focus groups.

**Data Collection and Analysis**

This may be where the school deviates from the prescribed self-study process. Nevada Union is in a constant state of looking at student achievement data. As CAASPP or AP scores come in, they are looked at, and analyzed, and the effectiveness of programs are considered. This is done most routinely through the Site Council, in which all stakeholders are represented, and through the certificated staff meetings. In each body, data is presented, sifted, considered, and processed in small and large groups, and strategies are offered.

As a separate WASC self-study process, feedback was collected about the schools programs more anecdotally and experientially. Perception data is collected, both directly in the process for some groups, and also through climate surveys like Healthy Kids and through the CSULA Alliance for the Study of School Climate.

The school’s Site Council has been looking at student achievement data on a regular basis through the lens of our SPSA (Single Plan for Student Achievement) and through our Action Plan.
from 2013/4. Data reviewed includes student performance data on statewide and national tests, as a whole and disaggregated by significant subgroups. The data also includes failure rates, including by subjects, and discipline data, to look for where more interventions are needed to support student achievement. Our Intervention Specialist also keeps the data present for administration, for Site Council, and for the staff.

Data has been an ongoing struggle for the school, particularly accessing student achievement data through our school-wide data management system. Frustration with the company and its account managers resulted in a meeting early this summer to find some solutions with company executives indicating that the problems would be corrected, but that claim has not yet proved true. Inaccurate data cannot be the basis of great change at the school, and hiccups along the path of growing in our use of data are keeping the school from embracing the use of data to drive our programmatic decisions.
Chapter I: Student/Community Profile and Supporting Data and Findings

Community Background and History

Nevada Union High School (NUHS) is nestled between Grass Valley and Nevada City, in Western Nevada County, roughly an hour northeast of Sacramento. Aside from these two cities, Nevada Union (NU) serves the surrounding rural communities of North San Juan, Penn Valley, Alta Sierra, Lake Wildwood, Camptonville and the little town of Washington. The area is rich and diverse in its history, beginning with the gold rush of the late 1800’s, followed by a booming forestry industry, waves of environmental activism, top-tier visual and performing arts, agriculture, and a growing tourism industry. Surprisingly, in recent decades, area businesses have established a very large footprint in video technology. In fact, one local business broadcasts over 90% of televised sports, worldwide.

NU is very much a “small town local high school”, with a storied history of excellence, and a culturally diverse make-up that mirrors the history of the region. We boast 24 sports teams; three academies (Humanities, Partnership, and Green); a strong offering of CTE pathways (Agriculture, Culinary, Sports Medicine, Automotive Tech, Woodworking, TV Production, Theatre Tech, and Engineering). We offer Introduction through Advanced courses in Visual and Performing Arts (Drama, Dance, Choir, Band, Ceramics, Drawing & Painting, Photography); 15 Advanced Placement course offerings; and other electives such as NFL Debate, Horticulture, Psychology, Exploring Computer Science, Yearbook, Journalism, Weight Training, and PEOPLE/Peer Tutoring for students with special needs. NU is accustomed to first-rate programs, with a history of athletic section titles, a nationally competitive FFA program, and a Debate Team that competes successfully with parochial teams across the nation. We have also been recognized as recently as 2013 as a California Distinguished School, while simultaneously entering year two of Program Improvement status. Shifts in enrollment and demographics over the past 10-15 years have presented a need to redefine our school, while intentionally preserving our core values and beliefs as an institution and community. As is highlighted in the pages to come, the trend of declining enrollment and growing population of below poverty families, coupled with a community constantly seeking options for their children, has creating our own set of unique challenges and opportunities.

We experience strong support from parent organization and boosters clubs within our school community. The more recent Nevada Union Parent Club (NUPC) has provided the most robust level of services to our families in quite some time. They host a monthly meeting on Monday evenings which regularly draws 30-50 parents per evening. The parent leaders of this group draw from the staff at the school to provide workshops, such as navigating Schoology, eSchool (online gradebook), and understanding college entry exams. They have also hosted panels of students, administrators, our activities director and others, depending on issues or needs from within the community. Parents also support teachers through a wish list program, provide a yearly kick-off breakfast to the staff, pass out granola bars and pencils during finals, and are quick to support students and staff in times of crisis. They have the
commitment of the administration to be present at each monthly meeting. We are also fortunate to have the support of NU Connection, a 501(c)(3) committed to connecting the high school to our more at-risk families. NU Connection fundraises through the Scrip program and our local grocery stores. The club has made substantial donations to school programs (culinary and Reconnecting Youth), communication needs (PA systems in Ali Gym and Hooper Stadium), and with our annual School-wide Walkathon event. NU is also supported by myriad of individual boosters programs which support Band, Choir, Debate, Visual Arts, Drama, Dance, Football, Basketball, Alpine Ski, to name a few. The school is also fortunate to benefit from the efforts of a District Scholarship Coordinator, who coordinates and procures roughly 180 local scholarships each year. With tremendous community support from individual families and foundations, as well as the NJUHSD District Foundation, we celebrate our Scholarship Night each Spring. At last year’s Scholarship Night, over $10 million dollars in grants and scholarships were distributed (including school scholarships).

As evidenced by the support through scholarships, we benefit from strong support from our community. One very recent example of this support is the six local businesses who funded our new scoreboard in Hooper Stadium. State Farm Insurance, Hanson Bros., SPD Market, Owen’s Wealth Management, Ivy Physical Therapy, and Byers contributed a combined $249,000 for a state of the art scoreboard, complete with LED display board with live feed capabilities. This support is unprecedented, and it came readily, with the greater understanding of the educational opportunity that the scoreboard allows our student body. On the scoreboard’s debut, the video display was operated by a team of students. The same students who began live-streaming football games this year, with the support of two employees of Telestream (a local tech company), and utilizing the high end video equipment donated by AJA productions (local camera company). The video project has involved these two local businesses, with the strong support of Nevada County Television; and the team and crew has transitioned to basketball season, with their sights set on live-streaming our performing arts shows this Spring. Other community support can be seen through the turnout of Senior Project judges in the Spring (close to 200), the support of our student fundraising efforts throughout the year, the involvement of our local officials in our government classes, and the local radio support of “On the Town” radio broadcast.

A concerted effort was made this past summer to foster community support, and to involve our community leaders in developing and refining our Schoolwide Learner Outcomes. A team of NU staff organized a Community Roundtable Dinner, where we reached out to over 80 community and business leaders to host a dinner and discussion. We presented a “state of the school” presentation and solicited their input regarding the types of skills they want to see our students graduate with, the type of citizens they would like to see us promote, and an open invitation/brainstorm session on how we can continue to support each other. The dinner was a way to say thank you for all of the support we have received over the years and a way to ensure we are addressing the needs of our community through our educational program.

**Staff Description**

Nevada Union currently consists of 98 certificated staff, of which there are 2 assistant principals, 4 counselors, 2 school psychologists, 1 school nurse, and 1 school librarian. The district schools
share a Student Assistance Program Coordinator, who has few intern therapists who work under her within our STARS program (STudent Assistance Resources and Services). We also partner with CRR (Community Recovery Resources) who provides Drug and Alcohol Diversion classes for students who have had incidents of drugs or alcohol on campus, and also provide random drug testing for the same pool of students, as well as our in-season athletes. We also have 4 Teachers on Special Assignment (TOSA) of Intervention Specialist, EdTech, CTE Coordinator, and Curriculum & Instruction Coach. Of our 98 certificated staff, 46 are female and 52 are male; 92 are white.

We have 79 classified staff, 37 of which work in our special education program. We have 8 food service workers, 7 custodians, 3 groundworkers, 3 campus supervisors, 2 EL paraeducators, 2 Title One paraeducators, and 1 health assistant; the remaining staff are office/support staff. Of the 79 classified staff, 60 are female, and 19 are male; 74 are white.

**WASC Accreditation History**

Since the 3-year WASC visitation in Spring of the 2013/4 school year, Nevada Union has taken a number of steps to reevaluate our beliefs, vision, mission and schoolwide learner outcomes. In April of 2014, a Vision Oversight Team was assembled and met for a day to plan a process for the school to craft a new mission and vision statement. An all staff meeting took place that May in which this team presented information about the purpose of a guiding mission and vision statement. The overall theme was that we would seek to preserve our core values, while adapting to the changing conditions of our environment. Staff worked individually to draft 3 personal belief statements; they then shared with their table group and combined their team of six people’s belief statements, into 3 for their table. Tables were then combined into 4 groups, and tables combined their three statements into 3 statements for their group of tables. What resulted was a set of 14 belief statements (3 for each group of four tables + 2 that couldn’t be sorted out). These 14 belief statements make up the “Wordle” graphic that is displayed on the school’s homepage (numiners.com). Staff were to consider the belief statements and invited to craft a vision statement. The Vision Oversight Team worked with these drafts and spent a summer day working to craft the current mission and vision statements posted on our webpage. Prior to posting them, staff were allowed the opportunity to give feedback on them the day we returned for the 2014/5 school year, and they were vetted by the School Site Council, the NUPC, and our School Senate (2 student reps from each 2nd period class). During the 2015/6 school year, our staff sought to revise or adapt our mission and vision statement to make it more useable. This process is underway, as we seek to utilize the input gathered by our community stakeholders and the bullets outlined in our mission statement to revise and reinvigorate our schoolwide learner outcomes.

In Nevada Union’s 64 year history, the 2010 WASC accreditation visit was the first time that the school did not receive a 6 year accreditation. This proved to be a difficult pill to swallow for the staff and community at that time, and was cause for concern among parents and community supporters. For a new administration, the detailed feedback from that team was carefully processed, and greatly valued for school planning purposes. Six years ago, the school was grappling with the notion that our shifting demographics were to guide our approach to the services we provide; as opposed to the expectation that our clientele were to adjust to us. This notion, and adjustment, is a lynchpin to the success of the school from that point forward. It is
something we are still working to address with our current focus on school culture.

**Program Improvement Status**

NU is the only Title One school, out of six high schools, within the Nevada Joint Union High School district. We failed to meet AYP targets since 2011 and under the new state assessment and accountability system, we have been frozen at Year 3 of Program Improvement since the 2013/4 school year. Beginning with the 2013/4 school year, we have offered the support of Supplemental Education Services, with a focus on CAHSEE prep; we completed the Academic Program Survey and shared results with our stakeholders; and we revised the Local Educational Agency Plan as a district; we’ve utilized 10% of Title One funding for professional development; we have notified families of the option to attend other schools in our district, with transportation provided; and we have continued to set aside 20% of Title One funding for transportation. To date, we have not had families take up the offer of a school of choice. Strong efforts were made on the part of our staff and students to increase our CAHSEE test scores, and much to the dismay of the class of 2017, the test of discontinued, and their scores were not evaluated by the state for measures of Safe Harbor status. District and site staff continue to work with the county, and Region 3 of Sacramento County Office of Education to ensure our compliance with state and federal regulations under the newly developing Every Student Succeeds Act (ESSA) regulations.

**LCAP Identified Needs**

The district LCAP process has been well established and garners equal representation from all stakeholders in the district. For the month of February, four Town Hall meetings are held throughout the county, to meet the geographical needs of all schools and families. The input from these meetings, along with data measures gathered by district staff and parent surveys, is processed and synthesized January through June by the LCAP Advisory Committee. The LCAP Advisory Committee is made up of equal parts - 6 students, 6 teachers, 6 classified staff, 6 administrators, 6 parents, and 6 community members. Three committee meetings are assembled through the Spring where the group evaluates progress on district goals and considers input from Town Halls to align district spending to district needs. The three prioritized needs from the 2015/6 process were mental health, educational technology, and standards-aligned curriculum. As data metrics for progress toward these priorities the committee will rely heavily on CA Healthy Kids Survey results, STARS referral data, perception data surrounding the 1:1 Chromebook initiative, state assessment data (CAASPP), and the impact of later school start time, as measured by overall GPAs, tardiness, attendance rates, and traffic incidents involving teenagers in the county. Stated district goals within the LCAP are relatively broad and hold these priorities under their umbrella. Those stated goals are 1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks; 2. Our district ensures that all students and staff feel like they belong to a safe and healthy school; and 3. Our district ensures that our schools are a source of deep seated pride among students, staff and community.

**School Programs**

All students at the high school have access to a traditional six period schedule, with access to all course offerings, from Advanced Placement offerings, to Special Education. We have
strong elective programs offerings, from beginning to advanced in ceramics, drawing and painting, photography, woodworking, drama, dance, choir and band. We also have established CTE pathways in Agriculture, Sports Medicine, Culinary Arts, Automotive Tech, Woodworking, Engineering, and Theatre Tech. In addition, we provide student support through the offering of 2 sections of Reconnecting Youth class, 2 sections of Math Lab, 2 sections of English Lab, and 2 sections of Academic Literacy. Through our negotiations process (with support from the LCAP committee) we have contract language in place to limit class sizes in 9th grade English to 25; additionally, Algebra 1, Algebra A/B, and Pre-Algebra class sizes are also set at 25. We offer an 11th and 12th grade English course that is not college prep, Contemporary English and Contemporary Issues, respectively. We also allow for credit recovery within the school day with the use of APEX Learning online. A fair number of students take advantage of the Sierra College campus a short hike from the school, where dual enrollment and/or concurrent enrollment partnerships are in place. With multiple offerings as a district, students can take an independent studies course program through North Point Academy, on the NU campus; they can opt for Ghidotti Early College High School, on the Sierra College campus; or NU Tech alternative school, also on the NU campus.

EL support for the 32 English Language Learners on campus consists of 1 section of ELD class, 1 section of EL Math Support, and the support of two EL paraeducators in the regular program. Students have access to before and after school tutoring, provided by the aides and one certificated staff member. Our paraeducators stay acutely abreast with assignments and due dates to provide students with support, and offer a strong connection to the school through their communication with parents.

Programmatic Title One support is offered through targeted assistance services. Funding supports 2 paraeducators, before and after school tutoring, as well as 6 sections of course offerings/intervention support (2 Math Lab, 2 English Lab, 2 Academic Literacy). Supplemental Educational Support (SES) has been offered and utilized over the past two years, but not the extent that federal regulations require finding to be earmarked for. Our current Intervention Specialist has worked diligently to help clarify placement metrics to students to access our support classes, and has been the conduit for many of the services available to our Homeless, Foster, and Indian Education youth. She attends many SST meetings and is available for class observations, parent outreach, and has taken an active approach to data collection for our struggling learners.

The full spectrum of Special Education services are offered on campus, supporting 169 students with IEPs through a resource program, traditional SDC services, and we serve as the county program for students with severe needs. Our full-time school nurse supports the high level of medical needs for this program. In addition to a slough of elective offerings, we are particularly proud of our our PEOPLE tutoring program; this is a course offered to upperclassmen who support students with high needs in mainstream classes, transitions to lunch, adaptive PE and within the SPED setting. Not only does this program provide a meaningful and skills-rich experience for our student aids, but in many cases it allows our high needs population more access to our mainstream course offerings.
Nevada Union currently utilizes APEX online learning as a tool for credit recovery within the school day, with 4 sections offered. APEX has been used within the district for the past six years. It has been used for credit recovery in summer school, for original credit (through independent studies at North Point Academy), and for the past two school years, it has been offered for credit recovery within the school day. Summer school is no longer being offered. There are also 30 students taking advantage of APEX Virtual Learning, which accesses an online teacher which enables students to take courses that are not offered as a part of our regular course offering. Teachers and students are taking advantage of Schoology as our Learning Management System. We are in our second year of implementation, and the system has been met with mixed approval from staff, despite some glitches with the gradebook feature and its sync to our Student Information System (Eschool). All students have been issued Chromebooks this year as a part of our 1:1 initiative, district-wide, and Chromebooks are utilized to access the APEX curriculum during the Credit Recovery class. This ensures that all students have access to the instructional program. Students typically work independently in the class on the online curriculum, leaning on their teachers for questions and access to assessments. Teachers monitor the assessment process by requiring students to complete assessments in class, once the requirements for a particular unit have been met, and under the supervision of the teacher in the class. There are currently 100 seats available for credit recovery within the school day. Parents are communicated with directly by the classroom teacher and can be tied to their student accounts as “mentors” so that they receive weekly notifications on the progress their student is making in the class. One of the teachers has developed a video outlining expectations and strategies for success with the APEX curriculum. All parents were required to attend a parent meeting before being distributed a Chromebook for the year, which outlined parent strategies for monitoring online student behavior, how to operate the Chromebook, and allow for questions and answers surrounding student expectations at school and at home with the devices.

The school offers three small learning communities, each offering college prep pathways to graduation. The Humanities Academy consists of roughly 400 students and offers blocked classes, and a humanities theme for grades 9-12. Classes in the upper grades integrate simulation projects that span disciplines and embody the new state standards and project-based learning to their fullest. Simulation projects include the Bill of Rights, Elections, and the Model UN. In each instance, students work in teams to fully research real-world issues, propose resolutions from their assumed positions, and articulate with their peers verbally and in writing. Students appreciate being challenged in this fashion and the rigor and vulnerability that these simulations stimulate only add to the strong bond that Humanities Academy students experience with their peers. The Partnership Academy (roughly 160 students) begins in the 10th grade year and is the school’s telecommunication academy. Students in this academy film, edit and produce the school’s daily bulletin, the Daily Diggins, which airs on the local education channel, and is published to Youtube on a daily basis. Students support the video needs of the school through production, and are becoming involved with the the newly developed MinerVision Video Streaming Club. Students benefit from the additional grant funding afforded as a CA Partnership Academy which allows for smaller class sizes, college visits, and industry field trips. Community partnerships are in place which have provided guest speaker opportunities, student internships, and technology-based resource donations. The third academy in development is the Green
In the 2013/4 school year, NU applied for, and was awarded, the Specialized Secondary Programs planning grant to support the idea of a green environmental sustainability/renewable energy academy. A team of teachers worked to develop a sequence of course and was awarded the second round of funding (the implementation grant). A current cohort of roughly 60 students are a part of the academy, grades 9-11. With the end of funding for this program, and a low interest level at the 9th grade level this year, the current group of staff members who are a part of the academy are meeting early this Spring to evaluate and plan for the academy’s future, or lack thereof.

Demographic Data

NU and the Nevada Joint Union High School District as a whole has been experiencing a steady decline in enrollment over the past 15 years. NU’s enrollment has decreased more than 44% since the year 2000, from 2,875 to 1,592 students. This decline has had a significant impact, financially, on the school and district (roughly $12 million in ADA). We currently have 443 9th graders, 405 10th graders, 367 11th graders, and 378 12th graders. We have 752 females and 840 males. 58 of our families have a household primary language of Spanish.

Weathering the impact of declining enrollment has created a multitude of challenges for the school. The district has done a fine job of preserving our quiver of program offerings, although each year creates more challenges in terms of funding, and balancing the master schedule. There is the challenge of reducing teacher assignments, which affects the retention of newly hired teachers and the ability to hire replacement staff for retirees. As a school, we have not been experiencing the natural cycle of hiring and retaining new teachers that have more recent experience with teacher training programs. The yearly cycle of pink slip notices has had a negative impact on staff morale, although with recent improvements to state budget, these notices are decreasing in number. Another impact on our school culture, which can be attributed to declining enrollment, is a decline in the competitive equity of our athletic
programs. We remain in the Division 1 Sierra Foothill League (arguably one of the toughest leagues in the state) in which league championships, playoff runs, and wins have been increasingly difficult to acquire. One cannot underestimate the impact a winning football team has on the culture of a high school.

Our declining enrollment can be attributed to three major factors: 1. The economic recession from 2008-2012 resulted in many families leaving our region in search of better employment opportunities in more metropolitan areas. 2. Our community values options, and there is strong enrollment in the charter schools in the area. 3. The community lacks economic stimulation and opportunities for families with school-aged children. As highlighted in the chart below, 23% of Nevada County residents are 65 years old or more. Additionally, there are significantly fewer residents under the age of 30 in Nevada County (30%), than there are statewide (43%). Declining enrollment is impacting the 8 feeder school districts in our county as well.

<table>
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<tr>
<th>Population</th>
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<tr>
<td>Total Pop Estimated 2014</td>
<td>&gt;65 Yrs</td>
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<tr>
<td>Nevada</td>
<td>98,893</td>
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<tr>
<td>Butte</td>
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<td>El Dorado</td>
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<td>Mendocino</td>
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<td>Napa</td>
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<td>Placer</td>
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<td>Sutter</td>
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<tr>
<td>Tehama</td>
<td>63,067</td>
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<tr>
<td>Yuba</td>
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http://quickfacts.census.gov/qfd/states/06/06007.html

The above chart also highlights the lack of racial diversity in our county, which is reflected in our school demographic below. It should be noted that what we lack in racial or ethnical diversity, we make up for culturally, or in political diversity. As of 2009, 42% of the population was registered with the Republican Party, 36% was registered Democratic, and 20% Declined to State - made up of libertarian, Tea Party, Green and other parties. This spread of political affiliation is a reflection of the differing values within the county and brings its own unique set of challenges and opportunities to our school community. The 14 charter schools in the Grass Valley/Nevada City region are also indicative of the demand for choice and options to meet these differing needs.
Another developing trend in the school’s demographics has been the increase in students identified as Socio-Economically Disadvantaged (SED). Overall, the school has seen an increase of 25% over the past 7 years. The increase can be partially attributed to the promotion of the National School lunch program, as students qualifying for free or reduced lunches now generate supplemental ADA funding, per the new Local Control Funding Formula (LCFF). Prior to 2014, however (when LCFF was implemented) the site had still experienced a rise of 16.8%. This change in student demographic, which is in alignment with the recession of 2009, has warranted a paradigm shift in the focus of programs at NU, and has drawn the focus of our staff to this growing sub-group of students with unique learning needs.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Free &amp; Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>10%</td>
</tr>
<tr>
<td>2009</td>
<td>5%</td>
</tr>
<tr>
<td>2010</td>
<td>23%</td>
</tr>
<tr>
<td>2011</td>
<td>24%</td>
</tr>
<tr>
<td>2012</td>
<td>28.8%</td>
</tr>
<tr>
<td>2013</td>
<td>26.8%</td>
</tr>
<tr>
<td>2014</td>
<td>34.8%</td>
</tr>
<tr>
<td>2015</td>
<td>35.5%</td>
</tr>
</tbody>
</table>

California Department of Education

36% of student parents report having completed some college/including an AA.
29% of student parents report being college graduates.
18% of student parents report graduate school or postgraduate training.
14% of student parents report being high school graduates.
3% of student parents report not graduating high school.

**Conditions of Learning**

100% of the NU teaching staff is fully credentialed pursuant to Education Code. 47 out of 87 teachers hold advanced degrees and no faculty members are National Board Certified Teachers. 5 teachers teach classes outside of their credential areas, in Drawing & Painting, Chemistry, Economics, NFL Debate and Transition to College Math (6%). There is 1 teacher with a provisional intern credential (SPED), and 3 teachers with provisional CTE credentials. As a faculty, our staff has 1,139 years of teaching experience in the district (an average of 13 years/teacher), and a total of 1,469 years of teaching overall (an average of 16.9 years/teacher). There are 28 teachers who have earned a CLAD certificate, and there are currently 4 teachers participating in BTSA at this time.

Although we are an aging campus of over 60 years, our facilities remain in relative good repair, and beautification efforts take place multiple times per year. That being said, a local bond measure was passed in the community this Fall and some much needed infrastructure needs will be address in the near future. The most glaring needs at this time are repairs to underground gas and sewage lines, and repairs to leaky roofs. The school has experienced three gas leaks in the past three years.

All students have access to standards-aligned instructional materials in all classes and the district has reinstated our textbook adoption cycle as of 2015/6. Math curriculum and new textbooks were purchased in the Spring of 2016. Foreign Language texts are up for adoption this Spring.

CA Department of Education snapshots report a decline in our percentage of students completing A-G requirements. The report indicates 44% meeting requirements in 2013, 48% in 2014, and 31% in 2015. The 31% is below the state average of 38% for 2015; a state average that has experienced a 2% increase in each of those three years.

Over the past three years, enrollment in math classes of Algebra 1 or below for 9th graders has been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Algebra 1</th>
<th>Alg A/B</th>
<th>PreAlgebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>159</td>
<td>127</td>
<td>27</td>
</tr>
<tr>
<td>2015-16</td>
<td>150</td>
<td>103</td>
<td>39</td>
</tr>
<tr>
<td>2016-17</td>
<td>182</td>
<td>83</td>
<td>52</td>
</tr>
</tbody>
</table>

**Pupil Achievement Outcomes**

In the second year of CAASPP scores collection by the state, Nevada Union experienced significant gains in the number of students meeting or exceeding standards. The following disaggregation was compiled by the county.
● 90% of Nevada County districts improved their ELA scores. Scores were raised by an average of 7 points.
● 80% of Nevada County districts improved their Math scores. Scores were raised by an average of 3.9 points.
● 62% of Nevada County schools improved their ELA scores. Scores were raised by an average of 9 points.
● 41% of Nevada County schools improved their Math scores. Scores were raised by an average of 8 points.
● Nevada Joint Union High School District improved ELA scores by 9%.
● Nevada Joint Union High School District improved Math scores by 9%.
● **Nevada Union High School improved ELA scores by 15%.
● **Nevada Union High School improved Math scores by 16%.

The improvement of CAASPP testing results can be attributed to a number of factors. For one, the district mantra for the 2015-2016 school year was “All Eyes on CAASPP”, with a dedicated staff development day in January 2016 where all certificated staff members were required to take the CAASPP practice test on its completion. Staff were then tasked with identifying and discussing the types of skills and strategies that students would need to be successful in the exam, to be focused on for the Spring. Testing conditions were also modified; in the 14-15 school year, the test was proctored over the course of two weeks, with the math portion of the exam proctored in social science classes, for ease of access to 11th grade students. The test also carried into the week preceding AP testing, which resulted in a fair number of opt-out students, particularly those enrolled in AP courses. For the 15-16 school year, the school implemented a “late start” schedule, where 11th graders arrived to school at the regular start time for four straight days, taking the two portions of each subject area exam over those four days, well in advance of the AP testing window. Students were offered breakfast, juice and coffee each morning, to ensure they were well-nourished for the exam. The final strategy, to address motivation, was the school principal’s visit to all 11th grade US History classes. During this visit, the principal explained the testing schedule, shared the importance of the exam with regard to the Early Assessment Program, the state’s Seal of Biliteracy, scholarships, and home values. During the principal’s visit, our 2015 test scores were compared with other regional schools, with a call to take pride in our test results. The collection of these efforts had a positive impact on our test scores, from 14-15 to 15-16.
CAASPP Test Results
Percentage of Students Who Met or Exceeded the Standard

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Students Tested ELA/Math</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ELA</td>
<td>Math</td>
</tr>
<tr>
<td>CA</td>
<td>3,204,421</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>Nevada County</td>
<td>5,120</td>
<td>48%</td>
<td>36%</td>
</tr>
<tr>
<td>District:</td>
<td></td>
<td>61%</td>
<td>34%</td>
</tr>
<tr>
<td>Schools:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nevada Union HS</td>
<td>318/306</td>
<td>55%</td>
<td>30%</td>
</tr>
<tr>
<td>SED</td>
<td>110/107</td>
<td>44%</td>
<td>20%</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>29/28</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34/34</td>
<td>56%</td>
<td>24%</td>
</tr>
<tr>
<td>White</td>
<td>266/256</td>
<td>55%</td>
<td>31%</td>
</tr>
</tbody>
</table>

California Standards Tests (CST) results are included in the appendix of this report. The two most recent test score reports are for 2012 and 2013. The focus of the school has shifted from the STAR to CAASPP as it has emerged as the only high stakes exam that high school students participate in. Adequate Yearly Progress (AYP) remains relevant as we await the new regulations of ESSA. We have met our participation targets of 95% for the past two years and we remain frozen at Program Improvement, Year 3. AYP reports are included in the appendix as well.

Of the 33 English Language Learners at NU (excluding foreign exchange students), 9 scored Advanced overall, 9 scored Early-Advanced, 8 scored Intermediate, 3 scored Early-Intermediate, and 4 scored Beginning on the CELDT exam.

In addition to performing at a level above the state average in CAASPP testing, NU continues to exceed the state average in the SAT and ACT exams. There has been a commitment on the part of the district to support SAT and ACT preparation workshops for students, to prepare them for the recent changes to the exams. These efforts have been proven fruitful, and are accessible at a low cost to students. In the appendix of this report Academic Profile Reports can be found for the 2013 through 2016 graduating classes. Over the past 4 years, we have out-scored the state average on the SAT and ACT by averages of:
Nevada Union High School ACS WASC/CDE Self-Study Report

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
<td>English</td>
</tr>
<tr>
<td>26.25</td>
<td>3.5</td>
</tr>
<tr>
<td>Writing</td>
<td>Mathematics</td>
</tr>
<tr>
<td>35.25</td>
<td>2.75</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Reading</td>
</tr>
<tr>
<td>43.25</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>2.9</td>
</tr>
</tbody>
</table>

Graduating class of 2016

<table>
<thead>
<tr>
<th>SAT 2016</th>
<th>Critical Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>491</td>
<td>485</td>
<td>500</td>
</tr>
<tr>
<td>Nevada Union</td>
<td>550</td>
<td>520</td>
<td>543</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT 2016</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>22.1</td>
<td>22.7</td>
<td>22.9</td>
<td>22.1</td>
<td>22.6</td>
</tr>
<tr>
<td>Nevada Union</td>
<td>25.4</td>
<td>25.5</td>
<td>25.7</td>
<td>24.8</td>
<td>25.5</td>
</tr>
</tbody>
</table>

Postgraduate plans for students graduating in 2016 included

- 33% attending a 4-year college or university;
- 48% attending 2-year community colleges;
- 11% going into work, military or technical training;
- 6% other; and
- 2% foreign exchange.

We have experienced a steady increase in our Honors and AP enrollment over the past three years, despite our steadily declining overall enrollment. It has been a focus of the district to promote participation in our AP programs, with additional resources for teacher training and student test prep workshops. There are currently no prerequisites for student participation in Honors and AP courses. In the 15-16 school year, Honors English courses were brought back for 9th and 10th grades; and AP Computer Science is a new course which was added for the 2016-2017 school year. As can be seen by the chart below, we hover slightly above the state average in our scores of 3 or above on AP Exams. A detailed AP 5-year score summary report can also be referenced in the appendix.
AP & Honors Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>190</td>
<td>274</td>
<td>290</td>
</tr>
</tbody>
</table>

Engagement Indicators

NU takes multiple measures to seek parent and student input in decision-making. There is ample parent involvement in the LCAP process, through town hall meetings, and parent/student representation on the LCAP Advisory Committee. Parents and students report back to the School Site Council as a standing agenda item in the reports portion of the agenda. The district administration makes a concerted effort to include parents of Title One, SPED, EL and Foster Youth as a part of the makeup of the advisory. The administration stays well connected with parent through the monthly NUPC meetings, and a number of parent evenings are hosted throughout the year. In the Spring, our 8th Grade Preview event brings close to 500 parents in to learn about programs and opportunities at the school. During the first week of August, a 9th Grade Parent Evening is hosted, with information about the nuts and bolts of entering high school, and access to administration and counselors. Specific evenings are provided to Title One families, to meet our staff and learn about how to access the supports and services available to their students. The same type of evening is held for International/EL families, on a biennial basis. The administration has remained very open to the input and feedback of both parents and students over the past three years.

The rate of suspension has been decreasing over the past three years, from 10.6 in 2012/13, to 9.3 in 2013/14, to 6.9 in 2014/15. A decrease in the number of drug and alcohol suspensions of 62% took place between the 2013/14 and the 2014/15 school year (93 suspensions in 2013/14, and 35 suspensions in 2014/15). This discrepancy can largely be attributed to the decision to close campus during lunchtime, where the majority of the incidents were taking place. We have a truancy rate of 10.71% as compared to a state rate of 29.28%, and a county rate of 12.52%. Our graduation rate has been at 95% for the past several years, with dropout rates of less than 1%.
Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

What follows is a description of the progress made at the school for the past 3 years as directed by our Action Plan, that arose from the 2014 Self-Study and Visitation Committee’s report. The progress will be broken down as it pertains to the following Goals from the Action Plan:

1) System of Interventions
2) School of Excellence with Clear Pathways to College and Careers
3) Technology
4) Alignment to State Standards and Common Core
5) Safe and Supportive Learning Environment with Clear Communication

Goal #1: Create and implement a systematic process of intervention that addresses the needs of all students and student groups (i.e. failed learners, EL, SED, SWD, etc…) to ensure that all students will have the time and support needed to learn at higher levels.

As a comprehensive high school, Nevada Union has a wealth of resources to help all students achieve their goals and succeed to their potential. The most pervasive of these is the first tier of intervention: direct instruction, appropriate formative assessment, and clear and timely feedback. Most teachers and classified staff are working on this tier, with most students. There are students for whom this model is not sufficient to their learning needs, and for these students there are a number of different interventions available to them. The initial work to be done within this variety of interventions, is to coordinate, analyse, and communicate these efforts. This includes the evaluation of current interventions for effectiveness, and an assessment of any deficiencies in our system. It is also our job to increase access to these interventions by students, parents, and staff members.

A tiered intervention chart has been created to both document the current interventions on campus, and to classify each intervention to the group of students for whom the services are provided. A follow up document that describes each intervention and the intended recipients is currently under preparation as a joint effort of counselors and administration. On an individual student basis, there has been progress made in the use of SST documents and student notes in eSchools to document work in this area. This document will increase the likelihood of our interventions matching assessed needs. Data regarding failed learners has been a focal point of our administration team, which seeks to identify failed- and non-learners early, in an effort to match students with an appropriate intervention strategy. In an effort to support this goal, our district has hired an Intervention Specialist. Data was collected for 9th and 10th graders with three or more Fs as a specific focus group throughout the 15/16 school year. The data has informed decisions about which students to target for immediate intervention. Staff have been able to make comparisons between students who have appeared on the report repeatedly, and those who are are new to the report. If students are not on the report each time, it is a marker for positive response to the intervention provided, and documents in their eSchool accounts.
As a result of our work with PBIS (see goal #5) we have also engaged SWIS, a positive behavioral database, to systematize our behavioral interventions and keep better data therein. Nevada Union High School received Silver Level recognition by the California PBIS Coalition and Nevada County Superintendent of Schools office for its work to implement Positive Behavioral Interventions and Supports. One example of the work done last year includes the implementation of Miner Gold Nuggets, where both individual and large groups of students were recognized for positive behaviors demonstrated in the school environment. The management team has also reviewed data from the Schoolwide Information System (SWIS) that tracks specifics regarding student behavioral violations. A goal was identified for this school year based on the results of the findings when the data was examined.

An identified issue in our intervention system is how we address those students who need tutoring, and other academic support, within the school day. Students who rely on our current bussing system have less access to resources, such as Title I tutoring, as well as other academic tutoring, if they leave at the end of the school day. For many years at NU, different groups have looked into alternative schedules and have been reviewing the widely varying needs that an alternative schedule might address, including additional course offerings, and have included a Bruin Hour in their modified block schedule: an intervention period during the school day, where students may seek the assistance of their teachers to get help in their classes. We are investigating such a possibility on our campus. The most recent response to this issue has been voluntary teacher meetings over lunch, which have been dubbed “Open Meetings”, with an open invitation for all to bring their scheduling needs/priorities. In 2015/6 the needs were identified, and this year the goal is to formulate a proposal that can be offered to the school board, and made available to the contract negotiation process.

For scheduled interventions during the bell schedule, we currently include courses in our schedule for Academic Literacy (2 sections), Math Support (2 sections), and English Support (2 sections). Our Intervention Specialist is creating structures to increase the efficacy of these supports. Last year, the English teachers who provide instruction in the Academic Literacy and English Extension class, created a placement procedure to identify students who demonstrate a documented need for the services based on multiple measures (STAR reading assessment, grade in English class, writing skills checklist). The same measures were also requested from the feeder school ELA teachers, so that incoming Freshmen could be placed appropriately at the beginning of the school year, rather than having to wait until later, when adjudged by their teachers to be failing English. Students will benefit from this "early" identification of students in need of extra help.

Of great concern to all stakeholders is our process in deciding to change our start time. All stakeholders appreciate the relevant research and data suggesting the importance of start time to student performance, attendance, physical and mental health, and campus climate. Budgets involving transportation, as well as considerations for the timing of extra-curricular opportunities, tempered the discussion. Our School Board decided to change the start time at NU from 7:30 to 8:30 for the 2016/7 school year. Baseline data has been collected for the following areas: teenaged driver accident rates during the school year, average GPA for first and second semester in core academic areas, and attendance codes (frequency) for first and second period. Currently the data collected was for 2015-2016, following data collection from the previous two school years. This will continue into subsequent years, to assess any change, following implementation of a revision in start time.
In 2014/15, to assist our students in reaching proficiency levels of the CAHSEE, as well as to seek Safe Harbor or Program Improvement status, both the Mathematics and English Language Arts departments assessed students prior to testing and used this formative data to connect students to appropriate remediation. Our ELA department used data to identify groups for particularly targeted interventions, as well as to identify specific areas of the curriculum in which students as a whole were weak. This proved a successful venture for our Math department last year, where we met our Program Improvement goal for rate of proficiency, and we are hopeful that these efforts and the work of our ELA department, will achieve the success we need to establish Safe Harbor. We also changed our CAHSEE testing format, to enable improvement of students' success in the CAHSEE.

This focus was subsequently reapplied as we spent 2015/16 with “All eyes on CAASPP”, using many of the same strategies to optimize student performance. Our 2015 schoolwide scores were not acceptable to most stakeholders, and did not seem indicative of our perceptions of our students. Certificated staff members from all departments became aware of the content and structure of the test to raise their awareness (and thus the awareness of their students); testing environments were optimal, as we gave non-juniors a late start, and created homeroom atmosphere, with paired teachers working with small student groups. Scores improved dramatically - ELA by 15% and Math by 16%. This effort affected all students, with improvements of similar rates in all subgroups, except Hispanic ELA scores, which dropped somewhat. This is partly due to the small population size, where the averages can be swayed a large amount by a few individual scores.

The work on this system of interventions is of a high priority to our site administration, which should continue to push NU in working to meet the needs of our lower achieving students, as referenced in the report of our previous Visitation Committees in the ‘Critical Areas for Follow Up’ section.

**Goal #2: Establish NU as a school of excellence, offering personalized learning opportunities with clear pathways to college and careers.**

This goal is serving two functions: 1) to establish NU as a school of choice, in response to the critical area of need: declining enrollment; 2) making sure the pathways to colleges and careers are numerous for, and clearly explained to, students and parents. The efforts within this goal, focus on finding new programs that serve the community in preparation of our students for college, and as a future workforce; on raising awareness about our current programs, so that the community is aware of the excellent, effective, and dynamic education available at NU; and in the recruitment of 8th grade and other potential students. We feel strongly that with the wide variety of programs at NU, we have something to offer every student. Our goal is to articulate and promote the excellence of those offerings.

In 2013 NU had 1321 students participating in CTE in some form, but with only 11% completing a CTE program while earning their high school diploma. This indicates strong interest and a need for more CTE programs. NU currently offers CTE programs in Agricultural Mechanics, Agriscience, Forestry and Natural Resources, STE(A)M, Wood Products, Architectural and Structural Engineering, Sports Medicine, Automotive, and Culinary Arts. NU started a new Green Academy in the fall of 2015, with two classes of 9th grade English, after seeking, applying for,
and receiving supporting funds to create this new academy. This academy offers CTE pathways in environmental resources and energy in the utilities sector.

In the effort to grow the CTE pathway offerings at NU, and at the strong recommendation of our Ag department, NU hired a CTE TOSA (with a CTE background) in the Spring of 2016. This position was tasked with the desired growth of CTE programs, but also with clarification of the pathways, solidifying the sequencing and formalizing of all CTE pathways. In this process, defining the ELO’s and aligning to CTE standards has been crucial. The standards involved in the CTE pathways are leading the school’s efforts to define career readiness.

In our work to increase the number of CTE pathways at NU, 5 grants have been secured. The Sierra STEM Collaborative grant was used to ignite the STEM program at NU, including rebuilding our STEM lab. An early hybrid engineering course ran for a few years involving our computer science (CAD), wood shop and physics teachers, and these efforts laid the foundation for the work we’ve done through Project Lead The Way (PLTW). A i3NextEd PLTW Study grant has increased the tools in the STEM lab, which provides funds for teacher training, and adds a fourth year capstone course in Engineering Design and Development. The Specialized Secondary Program Grant was used to begin our Green Academy, a hybrid science/CTE standards pathway centered on the Environment, and the Energy and Utilities Sector.

CA Careers Pathways Grant helped to define five distinct AG pathways: 2 at Bear River, and 3 at NU - Ag Mechanics, AgriScience, and Forestry/Horticulture. This grant also paid for structural and utility upgrades in our labs. Finally, our Career Tech Incentive Grant has helped keep our CTE TOSA position, and allows us to continue our Sports Medicine and Automotive Tech pathways. The grant has also assisted in funding Digital Media and Computer Science offerings. We are also looking into the possibility of a health careers pathway.

In December 2016, we reinstituted our CTE advisory board. This board, composed by local industry leaders, works to define work readiness standards, to identify potential internship relationships, and to support the growth and development of CTE pathways. We are starting a ‘Skills USA’ Chapter at NU, with likely programs being our Culinary Arts, Design and Engineering, and Automotive Tech departments, already with secured funding to support.

Next steps from our CTE efforts include:

- formalising internships with local businesses and agencies, and securing more internships for all CTE pathways
- Training district counselors in the pathways, their standards, and their potential outcomes to enable increased awareness of, and progress towards, CTE pathways for all students
- Creating a District CTE master plan

Our counseling department has been working on a means of clearly articulating academy options for all stakeholders. This will likely be in the form of a one page document, and a revision to that section of our website. This will include pathway information on our academies, on our CTE programs, A-G eligibility, and our elective, AP, and honors courses. This, along with our strong 4-year plan program, is assisting students in navigating through our large school. Our counseling department has been using the Career Cruising service to make students and parents aware of the students’ progress towards their post-secondary goals.
Based on the recommendation from our Ag department, which expressed concerns about the District’s readiness for new funding for pathways from the state for our Career Tech Education, we have created a full-time, administrator/certificated, district-wide CTE position, to keep track of funding sources, as well as helping to advance our CTE programs and classes, and ensure that courses are aligned to CTE standards.

**Goal #3:** Nevada Union will develop as a 21st century school with a technological infrastructure, that prepares students to be Career and College ready.

Our 2014/2015 school year began with a ‘buzz’ in technology. Our recently hired Director of Technology has been working with the tech. staff to increase technology use on campus. Many of these changes were initiated directly from directives present in our Action Plan Goal #3.

Two days of training preceded our first in-service of the year, to help staff make the transition to Google tools, including a new email system, calendars, and forms to use in the classroom, and in our staff communications. This training was well attended, and has been supported by further optional opportunities throughout the year. The Google training was also followed by a day-long training in Schoology, an online class management and communication site, which has been adopted by some staff members. These staff members have found that while the tool has many ‘bugs’, it has helped in communication with both parents and students, keeping assignments, assessments, and projects clearly defined and monitored. Our district has also been in the process of implementing OARS, an assessment data management software package. This was used successfully by our English Language Arts department, in determining intervention needs for the ELA CAHSEE.

Using both school technology funds and Common Core funds, a number of document cameras have been purchased and installed, bringing a new tech. resource into many classrooms. Some teachers have used these document cameras to tape their lessons, and share them with their students through Schoology and Youtube. The tech staff has also overhauled our previous wi-fi system, to increase bandwidth across campus, as we have rolled out our new BYOD (bring your own device) policy. There are currently more areas on campus with access to wi-fi, but the signal strength and ability to meet all users demands has been somewhat inconsistent. Frustration levels have ebbed and flowed over the usability of this resource. Another source of frustration has been our ongoing ‘battle’ between our web filter, and students and staff. Increasingly, our tech department has been occupied by the need for more powerful, functional, and complex technology on campus.

Based on feedback received in our three year report, we have completely revamped the school website. This has coincided with our district’s website overhaul. Data regarding user-friendliness, and effectiveness, should be gathered as part of the CSULA school climate survey, and data taken and analyzed from hits to the website. The website has a contemporary look, as well as a generally effective navigation system.

NU has taken the leap in pursuing a goal of becoming a 1:1 device school. Over the year, the Partnership Academy has successfully piloted all students having Chromebooks, and a cohort of AP Chemistry students. In the runup we also had available a mobile Chromebook cart for students and teachers to experiment with. Additionally, the library floor moved from desktop cpu’s to Chromeboxes, as we have supported a transition into the word of Google and Chrome. Students have been issued student Gmail accounts, with a universal log-in between Google and
Schoology. This successful piloting has led to the school going totally 1-to-1 this year, with 1,600 chromebooks being provided to all NU students. Staff members are making curricular and communication adjustments to make better use of the chromebooks, with research and education a brief to increase the use of technology in all classrooms.

A quick summary of technology accomplishments over the past 3 years:

**Tech Achievements 1/2014-9/1/16**

- Upgraded network to MS Server 2012
- NU J205 photo lab rewired with new high end Macs
- setup new NU Apex Learning lab in E-10 (25 chromeboxes)
- Installed new software in J207 CSTEM lab
- IEP’s/504’s from last year are attached and accessible in eSchool
- Set up mini lab in Megan Ross’s yearbook production room
- Set up first live stream event at NU (basketball)
- Wired baseball field, stadium and gym to stream live sports events
- Setup and configured NCTV at NU
- Deployed 4 iPads for NU PE
- Set up Career Cruising districtwide
- Upgraded Internet connection to 10Gb
- Set up YouTube filtering for students
- Implemented online enrollment at NU
- Completed Google security audit for student safety
- BrightBytes staff and student survey completed
- Installed two new Palo Alto firewalls
- Upgraded network to Server 2012
- Word and Excel training for classified staff
- Google, TurnItIn and Schoology training
- eSchool training
- Sponsored regional Open Education Resources training
- Moved to hosted versions of Accelerated Reader and Adobe Master Suite
- Upgraded Destiny library software to hosted version
- New website for NU and district
- Upgraded to eSchool 4.0
- Moved to hosted eSchool
- Installed Backupify to backup Google Docs
- New core and lab switches replaced
- Installed 3 TV tuners for cable plant at NU
- Replaced ALL old wireless Access Points (WAPs) with 130 new Ruckus WAPS; installed across NU, including nine outdoor locations
- Key fiber links fixed and single mode fiber tested
- New 12-strand single mode fiber installed to B, C, D, admin wings
- Rolled out Schoology Learning Management System (LMS) to staff & students (Task 6)
- Integrated eSchool with Schoology
- Google Apps for Education (GAFE) rolled out to all students, including e-mail
- Gmail rolled out to staff and students
- Updated mobile device policies and everything associated (policies, security, apps, networking, laser etching, etc.)
● 100 chromeboxes purchased and installed
● Authored and managed the copier/MPS RFP
● Rolled out 30 iPads to Special Education with management system
● SchoolMessenger secure doc delivery installed for IPRs and report cards
● Installed Papercut print management software to print from chromebooks
● Installed 37 video workstations for NU video lab
● Created new PLTW engineering lab (32 computers)
● Online enrollment for eSchool setup
● Setup and installed the 3D printer down in B7 (PLTW)
● Got the NCTV network up and going
● CAASPP testing on chromebooks
● Set up Career Cruising to synch with eSchool
● Installed Linkbot robot software in the PLTW lab
● Google Summit training last 3 years (2 day sessions in Roseville)
● Setup and deployed 100 Teacher chromebooks
● 1:1 deployment plan developed and deployed 1600 chromebooks to students
● Provided parent orientation for the chromebook rollout
● Installed new 10Gb iBoss internet filter
● BrightBytes technology survey last two years for staff and students
● Installed 4 big racks and 17 small cabinets at NU
● SIS review by Sungard
● Purchased 45 projectors for NU, mounted installation scheduled

Schoology has provided replacement of the teacher websites. Training and staff development in Schoology has been in many forms: small and large group, online “at one’s pace” training, and individual 1:1 training. Training on eSchool SIS has been ongoing through required and optional training. All staff personnel have been offered multiple opportunities at Professional Development Days (pre-school year and mid-year). New teachers are required to receive training in the SIS. With the adoption of Schoology, multiple staff development on use of the LMS and SIS systems sync to maximize output and efficiency, have been offered at Professional Development meetings.

With constant improvements to infrastructure and equipment, classroom instruction has benefited. Educators are able to incorporate technology and deliver a “blended classroom” environment with more ease. Schoology has provided an opportunity for the classroom to extend beyond the physical “brick and mortar.” All teachers have laptops, desktops, Chromebooks, or a combination of both. The recent 1:1 initiative has put a Chromebook in the hands of every student on campus. Staff and student development on their use and management continues throughout the year. Classrooms have been equipped with LCD projectors for computer display, allowing teachers to more effectively engage students. Some classrooms have document cameras, to display real-time work, and to provide exemplary models to students; they are also being used for direct instruction. The software provided to students and staff varies by department and subject matter. Visiting a class, one may find a variety of software being used, including cloud-based software (i.e., G Suite Apps), online textbooks, Assistive Technologies, creative and media-development software, and “web 2.0” technologies. The availability of technology on campus has grown, and will continue to do so.

The introduction of Schoology some years ago, has created a new “blended learning” environment in a number of classes. This SIS has been a primary mode of instruction delivery, and has extended learning beyond the walls of the classroom and the school day. Every year,
teachers are using this service, and increasing numbers of students are receiving effective
teachers are using this service, and increasing numbers of students are receiving effective
instruction, and are also able submit assignments, via this program. It has opened up new
opportunities for teachers and students alike, and will be increasingly used in the future. Because
use of Schoology is not a mandatory practice, not all teachers and students are using the service.
However, with more training, exposure, and a commitment to increased use, the number taking
advantage of this service will continue to grow. As an alternative, some teachers have been using
Google Classroom, with similar objectives.

**Goal #4:** Further develop and clarify departmental learning outcomes based on the CCSS; and
improve consistency and integration of instruction across the curriculum.

Nevada Union has been making slow but steady progress toward becoming a Professional
Learning Community. These efforts were bolstered by a two day workshop in the 2015-2016
academic year, given by Solution Tree’s Tim Brown, who brought with him the work of Richard
and Rebecca Dufour. This has stimulated many staff departments to develop common
assessments, including a more informed approach to formative assessments.

Collaboration time has increased through the past two years, to the point where we now use the
last hour of almost every Monday to work in departmental groups towards developing DLOs, and
common assessments. Departments have made different levels of progress in the development of
these common assessments, as well as the next steps towards using the data from these
assessments to drive discussion on instruction methods and best practices. Our science
department has near-entire alignment for all courses taught by different teachers, as well as a
common Lab Report, so students are clear on what the expectations are for what they are to
produce. Our Ag department reports strong progress on common learning objectives, despite a
great variance in their classes’ subject matter.

While not having yet fully developed as a PLC, our two departments who have begun Common
Core testing (Math and ELA), have been under pressure to get everything done at once. Our
Math department has endeavored to develop common summative semester assessments of our
primary first three courses - Algebra 1, Geometry, and Algebra 2 - (as well as assessments of
some units), and is discussing the best use of the data from these assessments. These
summative assessments have slowed, due to the change to Common Core, and more recently to
a change in textbooks for the primary three courses. The department continues to look for other
areas in which common assessments might be appropriate and feasible. Our English Language
Arts department has completed its freshman grade-level matrix of Essential Learnings, and is
near agreement on core texts to be used, and in which quarter to use them. An original common
essay was assessed as a department, to align departmental standards. ELA has also committed
itself to creating and conducting a formative assessment in the first quarter for each of the first
three courses, as well as a common summative assessment at the semester’s end. Teachers in
these core departments expressed feeling some curricular conflicts, as preparing for the new
CAASPP was also a priority, in addition to our efforts to move forward as a PLC.

To support our District’s adjustment to the CCSS, we have hired two TOSA Common Core
Coaches. This has been pared back to a single Instructional Coach TOSA. These coaches have
worked directly with our Superintendent, our departments, and our teachers to help prepare
teaching staff to work with the new standards across our various curricula, and have shepherded
the Alignment Project, an endeavor to align all courses with the State Standards, as well as
college and career readiness standards. These coaches have also played a major role in organizing professional development throughout the year, geared at our twin district goals of preparing for CCSS, and developing as a PLC. We will begin to see the effectiveness of our efforts as a school, when the CAASPP scores are calibrated, rendering them useful and informative.

**Goal #5:** All students will experience a supportive and safe learning environment through improved communication among all stakeholders, and by improving the culture and climate of the school.

In an effort to increase communication with all staff members, the principal has sent consistent Monday morning schoolwide updates for more than 2 years now. This has effectively kept more staff members up to date with campus events, and calendared meetings and deadlines. It is also used to give clear positive feedback to those students and staff members who are excelling in their various arenas.

In our efforts to meet student needs for clear expectations within the classroom and in other venues, many teachers have begun using Positive Behavioral Interventions and Support (PBIS). This was a teacher-driven initiative, that has the backing of many students; it also has wide parent support. While not adopted by the full staff, students are seeing many teachers use the system in a way that is setting common expectations of them in each classroom, as well as using common language related to their behavior on campus. Our PBIS team (across stakeholder groups) has created the Miner Code of Conduct, which is helping students to stay focused by simplifying our expectations with a clear, pervasive message of being Responsible, Respectful, Ready to Learn, and Safe. A highlight of these efforts was our student video contest, where students designed, filmed, and edited videos to increase student awareness, and adhesion to the Miner Code of Conduct. They were also used in our PBIS roll-out last fall.

In their own efforts to improve the climate, a group of students with the help of faculty advisors and off-campus concerned citizens, have organized the Social Justice club, to address bullying, intolerance, sexism, and homophobia from a student’s perspective. Highlights include a campaign for more awareness on the words we use, as well as a day to eat lunch with someone you don’t know. Topics discussed include overt, as well as institutional, racism; poverty and its effects on the access to education; and dress code inequities. A culminating event was the participation of some students and members of staff in a one-day countywide symposium on Creating Communities Beyond Bias. Another excellent effort for improving the climate on campus from a place of student leadership is our Athletes Committed program. Student athlete leaders, their coaches, and parents, encourage athletes to take a stand against drugs and alcohol, while also nurturing the growth of athletes as leaders in being a positive force on the campus.

Additionally, in our effort to gain more understanding of, and sensitivity to, the issues of climate on our campus, we have invested in the work of CSULA and their Alliance for School Climate. Our stakeholders took the survey in the Spring, and the results were delivered in an initially complex format, which is, however, ready to be unpacked and used to inform our action plan.

Based on an analysis of data on suspensions and truancy, as well as on feedback received from our immediate community, we made a decision to ‘close’ the campus at Nevada Union. Students are required to remain on campus throughout the school day, unless they have an ROP internship, community college class, or an abbreviated schedule. This has resulted in less
suspensions for drug use, as well as less detentions for truancy in after-lunch classes, thus creating a safer campus on which more students are present, and therefore more likely to learn. There has thus far been little feedback received from staff members or students on other effects of this policy.

Due to the recommendations for priorities from both of our previous Visitation Committees, an immediate effort was made in the Spring of 2014 to gather representatives from all stakeholder groups to work on new Mission and Vision statements. These constituted a review/revamp to set the stage for our work on ESLRs/ELOs. It is our goal to create Essential Learning Outcomes (ELOs), which drive our decision making as a whole, in our departments, and as individual instructors or service providers. The committee of representatives was successful in its efforts to guide the staff through the process of creating new Mission and Vision statements for the school. These statements were shared in all stakeholder groups for feedback before being adopted in fall 2014. These mission and vision statements were revisited during a retreat in Spring of this year, in recognition that our new Mission and Vision statements were not being used by teachers, students, or administrators to drive decisions, and were not known by many stakeholders, especially students. In the work of creating a new mission and vision for the school, a small committee, seeking to follow up on the work of the retreat, wanted to get greater community involvement in the creation of our SLOs. From this planning group the 1st Annual Community Roundtable was held, in which over 80 business owners and civic leaders were hosted for a dinner, followed by a discussion about what their expectations were of our graduates, the workplace and the community.

Follow-up to a productive event is waiting in the wings while we proceed with our Self-Study, creating PLC-based products in our collaboration time, and developing technology in and out of the classroom.

Critical Areas for Follow Up:

Copied from the VC report from 2014:

“Progress in the previously identified areas of critical need was found to be made and the VC encourages NU to continue monitoring the implementation of the schoolwide action plan and its addressing of the critical needs. Three areas, however, especially struck the VC as being in need of additional attention before the next accreditation cycle:

● 1) Integration of mission and vision statements and ESLRs and WASC participation by all stakeholders. The VC team found that in the previous three years, there has been little movement toward active, conscious implementation of ESLRs and the school’s mission/vision. The current plans reflect this recognized need. Additionally, NU’s understanding of the WASC process and the ongoing need to monitor implementation of previous recommendations was seen to only have been recently addressed. NU may consider investigating funding for ongoing maintenance of a WASC coordinator/data management position to help monitor and report to stakeholders the progress made on goals and critical areas.

● 2) Alignment of courses to state content standards and national common core standards, creation of common formative as well as summative assessments, and use of data from those
assessments to drive instruction is a second area of ongoing critical need. Currently, data from the curriculum teams is not driving instruction in every department; many departments are using summative assessments to place students in classes, but the work on developing and understanding formative assessments needs to continue. Evidence collected from multiple student interviews indicates that while some progress has been made to common assessments and collaborative teaching that there are still a number of resistant faculty whose reticence is impeding the progress of students at NU.

- 3) Although some evidence of movement toward addressing critical need 5 was found, additional progress in defining what collaboration time “looks like” and how it should be used is needed, as is increased accountability so that there is more uniform progress toward the PLC model indicated in the three year progress report. Accountability of faculty for collaboration time norms, common assessment development, and alignment to state and Common Core standards is imperative.”

Summary of our Activities in Response to the Critical Areas for Follow Up - given the previous reporting and full self study done in 2013/4 which included responses to the Critical Areas from the 2011 visit, this will section will respond to the recommendations from the 2014 report only.

  1) **Integration of ESLRs and School Mission/Vision**

We at Nevada Union have been earnest in our efforts to engage in a process of developing an update to our Schoolwide Learner Outcomes. This process was underway shortly after our last visiting committee, where 20 stakeholders attended an overnight 2 day retreat to examine the school’s mission and vision statements. New draft mission and vision statements were put before various stakeholder homegroups, including certificated and classified staff, student council, and the school site council. General approval was voiced, with some minor additions/edits. The goal was to follow this process up with generating an updated set of SLOs, to replace our longstanding ESLRs. While we generally agreed that many aspects of our ESLRs were still applicable, many were not measurable, were not embedded in the culture of the school, and were not serving as driving forces in decision making, in curriculum, in department collaboration, or in schoolwide program design and evaluation.

The revised mission and vision statements created in the Spring of 2014 were later found wanting, as they were neither memorable by our staff or student body, nor directive enough to guide our decision making processes. A new retreat was held with the goal of creating mission and vision statements for our school that would be more “usable”, statements that would serve more as guides for planning and decision making, and would better target the skills, knowledge, and abilities that we want to see our graduates achieve. We have endeavored to instill ownership in all stakeholders of the mission and vision statements we create.

In the efforts to involve our community in creating the outcomes we all want to see in/of our NU students, we hosted our first Community Roundtable. This event brought in 80 representatives from our business community and local workforce, who were questioned as to what they wanted our graduates to know and be able to do. We are working with this input to create new SLOs that will guide our programmatic decisions, as well as our curricular and instructional choices. Our timetable can be seen in the 2016/7 update of our Action Plan.
Listed as the 5th goal in our revised 2016/7 Action Plan is the goal to create usable Mission and Vision Statements, to develop SLOs and to start using them intentionally on all applicable fronts. A third of the goal is to create the statements, a second third will be to get buy-in from all stakeholders, and the final third will be to use them as the drivers of decision making that keep our efforts directed towards student achievement.

2) **Alignment of all Courses to State Standards**

All departments at Nevada Union have been working towards greater alignment in our courses. Greater alignment with State content standards, with college- and career-readiness standards, with the Common Core State Standards, and with ELA and Math standards throughout the curriculum. This process has gained momentum as more teachers have gotten more acquainted with and supportive of growing as a PLC (professional learning community). This has involved our collaboration time being used to get aligned to each other in our departments, in particular when we teach the same courses. The central anchor of this alignment is the state content standards. Departments are working at defining essential learning objectives for each course, out of which common assessments (both formative and summative) are being developed. Some departments, such as ELA, Science, and World Languages are using common assessments and looking at results as departments to inform collaboratively decided changes to instruction/pacing. Other departments are slower at this process as colleagues are working on defining norms and goals. This process, as a school and as individual departments, seems to be gaining momentum due in part to many teachers attending PLC trainings (this year in San Jose, Seattle, and Long Beach, and next in Phoenix) with participants returning with greater understanding and willingness to engage the process. Prior to this investment on behalf of the district, there were less teachers who were supportive of the endeavor.

All essential learning objectives and associated assessments are being based on standards, and so courses are more aligned from this collaborative work.

3) **Accountability for Collaboration Time**

NU administration has been looking for ways to move the school forward as a PLC. Early in the process, many teachers and many departments as a unit were not clear on the purpose of PLCs and why they were being asked to create common assessments. The process was made more clear by a two-day PD with Tim Brown from Solution Tree, the leading professional development company in the PLC movement. Teachers departed these sessions with more of an understanding of what collaboration time was to be used for. Many departments were able to move with greater momentum at that point. This momentum is even greater now that many staff members have attended PLC conferences and come back with individual support and a positive cross-curricular group experiences. Administration has supported this effort and allocated resources to this effort to have staff members motivated from a desire to move forward, rather than from an administrative directive. All departments are making better use of collaboration time now that more staff members are adherents of the PLC move. Essential learning outcomes are getting identified in all courses, (benchmark) common assessments are developing, and teachers are using results from these assessments to plan/adjust instruction. At this point the school administration is meeting more directly with department chairs and departments to identify the
established norms of the department and to follow up with departments on the goals they have set and progress made towards their goals.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

It is clear from the review of the data and progress that progress has been made in respect to the WASC action plan from 2014. Nevada Union students still perform above the state average in standardized testing measures (CST, CAASPP, SAT/ACT, and in most cases, AP). Significant progress has been made in conditions for learning with respect to a closed campus during lunchtime, a later school start time, student access to technology. The heavy lifting is underway with regard to transitioning to the new State Standards and the establishment of essential learning outcomes for departments and courses. The school is experiencing the support of the district office, in terms of LCAP priorities, as identified by all stakeholders, and by funding the critical areas of need for the school with Teachers on Special Assignment (Intervention, CTE, EdTech, and Curriculum & Instruction coach).

One emerging critical learner need is time within the school day for student intervention. Staff have recognized the need for time within the day to work with students in need of additional time and support, or who have failed to attain the essential learning outcome of a unit. Discussion has been underway for the last year about a change in bell schedule for the school, one that will allow for student intervention within the school day, without detracting from the elective programs at the school. Another critical learner need is the clarification of a usable vision and mission statements, with clearly defined schoolwide learner outcomes aligned to them. The school has been genuine in our approach to establishing these student expectations and sensitive to the needs of the staff to come to these in an organic fashion. Progress in this area has been made and the movement will continue into the Spring 2017 semester. The third critical learner need is for a guaranteed and viable curriculum in each and every classroom at the school. Staff recognize the change in demographics at the school and understand the need for clear learning targets, not just so that our students and families understand the learning that is expected of them, but so that staff can work together to refine the engagement of instruction and feedback from assessments to improve learning.

Important questions to be used by Home and Focus Groups are:
1. What does an engaging classroom look like at Nevada Union?
2. Where is there appropriate rigor in our classrooms?
3. Do we have real world applications in our classrooms?
4. In what ways do our mission/vision guide our curriculum and instruction?
5. Do all students have access to a rigorous curriculum?
6. Are the programs and pathways at NU adequately preparing our graduates to pursue post-secondary goals, such as college/university or careers?
7. What is done to assist students in choosing their pathway at NU?
8. Are students aware of A-G requirements and how to meet them?
9. In what ways can we add relevance to our curriculum?
10. Is technology use appropriately in our classrooms?
11. Are students asked to research, gather, create, and communicate new knowledge?
12. In what ways can we better use students performance data to improve student learning?
13. In what ways have NU teachers served as coaches to student learning, helping students set and meet their own educational goals?
14. How could the school get you more involved in the data and decision process?
15. How are English and Math standards assessed in other courses?
16. What contributes effectively to students' physical safety on campus?
17. How can we better take care of student emotional safety?
18. In what ways could the school involve the community in student learning?
19. Do the staff demonstrate caring, concern, and high expectations for students?
20. What needs (personal or academic) are not yet met by interventions at NU?
21. Do all students get the support they need to learn at high levels?
22. How are students' learning needs assessed/identified, and are targeted interventions provided?
23. What personal barriers continue to prevent students from succeeding at NU?
Chapter IV: Self-Study Findings

Based on the criteria in each category:

1. Review what currently exists, based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program’s effectiveness, based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas, additional prompts have been inserted, to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include findings and evidence for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school’s ability to address one or more of the identified critical learner needs.

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards, and is congruent with research, practices, the student/community profile data, and a belief that all students can learn, and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research, and in confirmation of the above statement, an overall belief that all students can learn and be college and career ready.

We at Nevada Union have been earnest in our efforts to engage in a process of developing an update to our Schoolwide Learner Outcomes. This process was underway shortly after our last visiting committee, where 20 stakeholders attended an overnight 2 day retreat to examine the school’s mission and vision statements. New draft mission and vision statements were put before various stakeholder homegroups, including certificated and classified staff, student council, and the school site council. General approval was voiced, with some minor additions/edits. The goal
was to follow this process up with generating an updated set of SLOs, to replace our longstanding ESLRs. While we generally agreed that many aspects of our ESLRs were still applicable, many were not measurable, were not embedded in the culture of the school, and they were not serving as driving forces in decision making, in curriculum, in department collaboration, or in schoolwide program design and evaluation.

The revised mission and vision statements created in the Spring of 2014 were later found wanting, as they were neither memorable by our staff or student body, nor directive enough to guide our decision making processes. A new retreat was held with the goal of creating mission and vision statements for our school that would be more “usable”, statements that would serve more as guides for planning and decision making, and would better target the skills, knowledge, and abilities that we want to see our graduates achieve. We have endeavored to instill ownership in all stakeholders of the mission and vision statements we create.

In the efforts to involve our community in creating the outcomes we all want to see in/of our NU students, we hosted our first Community Roundtable. This event brought in 80 representatives from our business community and local workforce, who were questioned as to what they wanted our graduates to know and be able to do. We are working with this input to create new SLOs that will guide our programmatic decisions, as well as our curricular and instructional choices. Our timetable can be seen in the 2016/7 update of our Action Plan.

Evidence

Staff Meeting Minutes (staff looks at Mission/Vision)
NUPC Agenda (presentations on Mission/Vision)

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community, in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

As mentioned in the previous response, we held our first Community Roundtable to work with our local business community to define what they were looking for in our graduates. This Roundtable also involved many parents. We need to work on a way to involve the student body more in defining our mission, vision, and SLOs. We have included their feedback on products that have been largely created without their input. We have used their feedback, and presented via the Student Council, but we need to find a way to include their input/involvement throughout the process. Of reported responses to a survey to classified and certificated staff this fall, 82% said they rated the clarity of our mission and vision statements as a 3 or 4 out of 4, and roughly the same number said that they felt involved and aware, or that they had at least been invited to be involved, and were quite aware of the process to develop our latest mission and vision statements.

Evidence

Notes from Community Roundtable List of Community Roundtable Attendees
Interviews with Community Roundtable participants
Notes from Community Roundtable follow-up

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand, and are committed to, the school’s vision, mission, and schoolwide learner outcomes.

As we have involved our stakeholder groups in our efforts to redefine the mission and vision of the school, we have developed the awareness of those involved in the process. That being said, most members of our community are aware of the school having a mission and vision statements, but may not be as aware of their contents, or how it all applies to them. Some students are aware of the schoolwide learner outcomes, or what we continue to call ESLRs, in the absence of a finished product from our latest process. Many students and parents are not aware of the school’s SLOs. This is a deficiency on the part of the school, as if we have placed “the cart before the horse”. There is an active attempt to remedy this, and we hope that we will soon have our direction as a school more clearly defined, as well as the expectations and goals for our students at the forefront of everything we do.

Evidence

Site Council Minutes Staff Meeting Agendas

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose, and support the achievement of the schoolwide learner outcomes and academic, college, and career standards, based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly, and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear, regarding the specific duties and roles of the governing board and district administration, in their relationship to the school and staff.

A2.1. Prompt: Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness, in alignment with the district LCAP requirements.

There are clear policies that dictate the work of the School Board, and inform the staff of the responsibilities of the School Board. The staff as a whole is not thoroughly aware of these responsibilities, and expresses a desire for greater interaction with the Board; however, the policies are clearly stated and available to those that are interested.

Evidence
Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Most staff members are aware of the role of the District Board of Trustees in the school, as can be seen in the perception data from staff members from the beginning of the year. Many expressed appreciation of the work of the Board, and many expressed bewilderment with the efforts of the Board, and expressed a desire for the Board and District administration to be more visible, on the campus, and at school events, to ensure their awareness of life on campus.

In the Board and District Administration choosing to support student learning via a change in the school’s start time many staff members, classified and certificated, felt disregarded and consequently alienated. The change in time created scheduling conflicts with many extra-curricular programs, and caused every staff member to adjust aspects of their schedule, at work, at home, and with regard to their families. Efforts to hear stakeholder input were made, including surveys to students, and feedback from staff members. Much of the feedback was not in support of the change, but the Board nevertheless made their decision based on research on the effects of a change in start time on student learning, achievement, and mental health.

Evidence

Survey results
- Individual Reflections on Leadership and Culture
- Anonymous Classified Survey

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees, and other advisory or shared decision-making groups that provide guidance or direction to the school.

There are many ways in which parents, students, community members, and staff are engaged in the decision-making and governance of the school. The Site Council is made up of administrators, teachers, classified staff, parents (and thus community members), and students. This body is responsible for oversight of the Single Plan for Student Achievement (SPSA, soon to be incorporated into the Action Plan) and review of reports from administration and other programs, on progress towards programmatic goals.

The school makes varied efforts to include the variety of stakeholders in governance. This past summer, NU made a more concerted effort to involve the great community, particularly the
business, industry, and civic community. NU hosted its first Community Roundtable, in an effort to get input on our SLOs. Community members were asked what they wanted to see the graduates of NU know and be able to do. This input will be used in our process to write and review our SLOs.

The Nevada Union Parent Club (NUPC) has been working assiduously, with the support of administration, to get more parents involved, and to create a space where parents can have a voice for their concerns, find information about programs, and find areas needing support in the school, where their particular skills, insight, and assets can be leveraged for positive effects on student learning. Their efforts have added to the positive culture on campus, keeping the community involved and visible to students in the education process. All parents have the opportunity to vote for Parent reps to the Site Council at Back to School night early each year. This raises the level of awareness of all parents, of the role of the Site Council in making school-wide decisions and in monitoring student achievement.

All stakeholders are involved in the planning and monitoring of the school’s programs through the WASC process. In evaluation of this WASC effort, new methods need to be found to involve more students, classified staff, parents, and other community members, to get more balanced input into this process. Also included in these efforts will be to get more continuous feedback from all stakeholder groups, so that all members of the NU community feel that they have a voice.

Evidence

Election for Parent Site Council Reps

NUPC Meeting Agendas

Homegroup Feedback

Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals, and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

All staff members are clear about their evaluation process as directed by the Board and carried out by the District administration. There was not any negative feedback on the clarity or the fairness of this process. Questions did arise from classified staff and from students regarding the credentials of the administrators who were executing the evaluations. The students’ primary question was about the qualifications of administrators to evaluate teachers of so many different subjects - whether the same person can evaluate instruction from PE teachers to English 4 AP teachers, from CTE teachers to Spanish teachers. Some students voiced strong concerns during the focus groups about the infrequency of evaluations, and wanted to see administration in the classrooms more often, and without advanced notice, so that they could gain a greater awareness of what is happening in the classroom. Some did not feel that administration are sufficiently aware of what is happening in the classrooms, and are not holding teachers sufficiently accountable.

Some classified staff expressed in their homegroup meeting, that they wanted more observations
of their work included in their evaluations, and weren't confident that administrators had enough information about the jobs being evaluated.

Evidence
Certificated CBA, Classified CBA
Staff Interviews
Focus Group Notes - (particularly instruction)
Survey - Individual Reflections on Leadership and Culture

Complaint and Conflict Resolution Procedures
A2.5. Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

A2.5. Prompt: Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

The school has clear complaint procedures for all stakeholders. These are formal procedures that allow for both known and anonymous complaints. Administration have a ready and willing stance on hearing all feedback, and work to resolve conflicts when possible. Parents are informed of their rights and access to complaint procedures both in email, home mailings, and student and parent handbooks. Staff members are aware of complaint procedures including the grievance procedures through Union representation, as included in the respective CBAs.

Evidence
Certificated and Classified CBAs
Student/Parent Handbook
A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP, based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

Nevada Union has many different mechanisms to cyclically assess data to determine student needs. There are also many different mediums in which collective strategies are developed and implemented, and results are continuously being monitored. That being said, there could be a more cohesive plan in which the architecture of this effort was clear, connected, ensured, and had continuity. This plan would formalize a step-by-step calendaring of these pieces into a collective and thorough plan for continuous schoolwide assessment, analysis, strategic planning, implementation of plans, and monitoring of success.

The Site Council has been increasing the extent to which the assessment, implementation, and monitoring cycle is normalized and formalized. The school’s Lead Team, department chairs, meets monthly to facilitate communication and coordination of efforts, and serves as our Site Curriculum Committee. The Principal often brings schoolwide assessment results, and other school-wide data, in an effort to seek analysis of student needs and group brainstorming of strategies to meet those needs.

Our Intervention Specialist TOSA has been active in the collection of data and the monitoring of the efficacy of our instruction and interventions. She regularly meets with the Principal and reports to the staff to inform them of how the school’s programs are doing. This assists the staff in decision making and prioritizing of resources.

Participating in the WASC process as a school has also refined the processes by which we plan as a school community, and how we evaluate our progress towards the goals we’ve established. Our Action Plan has served to channel our staff and community’s efforts, prioritizing, and also laying out a roadmap of where each piece of work fits into our overall goals for student learning. The Site Council has worked to align the efforts of our administration and staff towards a single plan, combining the tasks and goals of our Action Plan with our SPSA, over the past 3 years.

Evidence

- Schoolwide performance data (Chapter 1)
- Action Plan 2013/4 and SPSA
- NUPC agendas
- Site Council Minutes
- Staff Meeting Agendas
Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

As a continuously revised and monitored plan, the Site Council uses the SPSA goals and the embedded progress monitoring tools (benchmarks and reporting schedule) to ensure data collection and analysis. Not all staff members may be aware of the particular details of the data and its implications, but most are aware that the Site Council is managing the plan with greater consistency and clarity.

While the Site Council does look at current live data during the school year as needed, their focus is primarily the annual analysis of student achievement data. Our Intervention TOSA is partly focused on this annual data that Site Council manages, but is also consistently looking at data from the current year, semester, and quarter. D and F reports are run on a frequent basis in the efforts to intervene quickly and systematically, and behavior data is run to look for trends, in order to apply the appropriate intervention.

The Principal and the Intervention TOSA bring data on a frequent basis to the school Lead Team, comprised largely of the department chairs, as evidenced in the notes from the department chair meetings. The department chairs reflect on the data, to discern challenges to student learning, and brainstorm possible solutions that are either acted upon directly, or are passed on with feedback to the school Site Council.

Evidence

Action Plan, SPSA  Site Council Minutes

Intervention Specialist Interview

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

The school uses many informal and some formal processes of shared decision-making. The primary direction of the school comes from the Action Plan, the SPSA, the LCAP, and the Mission, Vision, and SLOs. Given that all stakeholders are involved in the creation of these documents and are offered feedback on the final products, all stakeholders are involved in decision-making. There are varying degrees to which staff members feel they have a voice in decision-making; some feel they are an integral part of the process, and others feel that feedback is rarely asked for, rarely acted on, and is mostly a facade for an already-determined outcome. As mentioned earlier, many staff members and some students did not feel that their input had any effect on the School Board decision to go to a later start (8:30).
Staff members do not often discuss sharing the accountability for the school’s performance.

Evidence
Site Council Minutes Department Chair meeting minutes

Internal Communication and Planning
A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

The administration has worked hard over the last few years to make sure that there is open communication between administration and staff. All administrators have an open door policy and are willing to discuss concerns or needs of the staff at any time. We have an Administrative Governance chart in place so that any concerns can be directed and heard by the appropriate administrator. Through weekly communication from the Principal through an all-staff email, meetings with department chairs, management team, collaboration meetings, and individual conversations the staff has access to voice concerns and/or needs.

When necessary the staff has access to their Union representatives to bring forward issues they feel have not been resolved by administration. This allows another opportunity for staff and administrators to understand and resolve differences with support.

Evidence
Weekly Principal emails Bi-Weekly Department Chair Meetings
Weekly Facility meetings Weekly Management Team Meetings
Weekly Collaboration Meetings Google Calendar
Administrations Governance Chart
Meetings with Union Representative (Certificated & Classified)
A4. **Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development, based on student performance data, student needs, and research.

**Indicators with Prompts**

**Qualifications and Preparation of Staff**

A4.1. **Indicator**: The school has procedures to ensure that staff members are qualified, based on staff background, training, and preparation.

A4.2. **Prompt**: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities, based on employment policies and practices, staff background, training, and preparation.

All teachers are highly qualified to teach in their respective fields, and must meet all requirements of their positions. All classified members are trained to do their jobs professionally and effectively. There are effective policies and practices of supervision to ensure quality instruction and support of student learning.

**Evidence**

Staff Qualification

Certificated Staff List w/credential information

**Staff Assignment and Preparation**

A4.2. **Indicator**: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. **Prompt**: Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

Administration, department chairs, and the relevant staff member, work to create a course schedule that maximizes opportunities for our students to pursue their college and career goals. Staff members are trained appropriately, on site, on line, through classes, and PD days, to perform in new responsibilities, not only in new instruction, but also to add to their craft. Staff members are not always in exact agreement with their assignments, and disagreements need to benefit student learning the most. be discussed and resolved. Most staff members are ready to take on the assignments that

**Evidence**

PD enrollments/topics/agendas Staff Interviews

New course proposals criteria Teacher Aide/Spec Ed training schedules

**Defining and Understanding Practices/Relationships**

A4.3. **Indicator**: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.
A4.3. Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

The system to communicate school policies and practices has improved over the last several years. There is a staff binder provided to all staff, and over the last three years this physical binder has become a shared “staff binder” in our Google docs. This shared binder is updated continually; as the staff discuss and determine new processes we are taking as a school they are added to this shared binder.

Evidence

Staff Binders Shared Staff Binder through Google
Staff Meetings Union Contracts (Certificated & Classified)
Email

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students in achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning?

The quality of professional development has increased over the past 6 years. There has been a narrowing of the focus of the professional development, and it has been more targeted based on the goals of the 2013/4 Action Plan. To grow as a PLC, a large percentage of the staff has (or soon will have) attended PLC training through Solution Tree. This is helping staff members understand and advocate for the development of NU as a PLC. Technology has also been a large proportion of the resources and time of professional development at NU. Through our school and county PD days, our director of technology’s offerings, our required 6 hours annually of tech based PD, and our district Technology TOSA, NU has dedicated resources to develop our campus and our faculty into a 21st century school.

Evidence

PD Announcements (emails and PDFs) Tech PD Announcements

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: How effective are the school’s supervision and evaluation procedures?

Teacher evaluation is a topic of great concern at Nevada Union. Probationary teachers are evaluated up to twice annually. Permanent teachers are evaluated every other year, until they have reached 10 years of service in which case they are to be evaluated every five years, at a minimum, if they are receiving positive evaluations.

Students in the Instruction and Learning focus group raised concerns about the process for
evaluating teachers. Concerns pertain to the frequency of evaluations, stating that administrators were not sufficiently aware of what was happening in classrooms, and were not holding the staff accountable. Students in the group expressed wanting to have input in the evaluation process, as the primary consumers of the schools product. Students shared that a more comprehensive evaluation process would support teachers in growing in their profession, and would lead to greater student achievement and engagement.

Classified staff raised concerns about administrators evaluating their work, given what they perceived as infrequency of observation, and a low level of awareness of job duties for the many different classified positions. The concern over administrators’ qualifications for evaluating classified staff was echoed by some students in the focus group process, who expressed that they were not confident that administrators could be qualified to evaluate teachers across so many different subject disciplines/areas.

Overall, the staff responded more positively than not to the question of whether the evaluation process nurtured the growth of staff members.

**Evidence**

- Focus Group Notes
- Staff, Student, and Parent Interviews
- Homegroup Notes (Parents/Students/Classified)
- Surveys - Individual Reflections on Governance and Culture
  - Anonymous Classified

**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and are used effectively and appropriately in accordance with the legal intent of the program(s) and LCAP, to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Indicators with Prompts**

**Allocation Decisions and Their Impact**

**A5.1. Indicator & Prompt**: There is a relationship between the decisions about, and the extent of, resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Our efforts to create a new Action Plan from our previous one, our SPSA and our current cycle of stakeholder feedback, was made easier in that the goals from the previous and new plans are aligned with our LCAP. The decisions about resource allocation are informed and guided by our established school’s vision, mission, and SLOs.

**Evidence**

- NJUHSD LCAP, NU Action Plan, SPSA
- ELSRs
Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

The district’s annual budget is developed according to board-adopted policy, and the annual budget calendar, which is based on the state guidelines and timelines for the development of the Local Control Accountability Plan. Annually, the district contracts with a qualified external audit firm to conduct a financial audit according to state-prescribed guidelines. The external auditor, the county office of education administration and the district administration, continuously review district practices for quality business and accounting practices. Checks and balances are in place between the school site administration, district administration and the local county office of education. The district uses the State Account Code Structure for tracking of restricted funding. Separation of duties, and adherence to board policy and state regulations, are top priorities for the district business operational staff.

Evidence

LCAP District Budget

Facilities

A5.3. Indicator: The school’s facilities are adequate to the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Nevada Union High School has a beautiful campus with some modern parts, and some that are more dated. Many stakeholders appreciate the beauty of the campus, especially having seen other comprehensive high schools in California. Facilities are adequate to meet the learning needs of all students and the atmosphere is, for the most part, conducive to learning.

The maintenance staff does not feel that they are able to manage the regular tasks of properly maintaining parts of the campus, that they feel should rotate throughout the buildings and across the grounds. In the Buildings and Grounds focus group it was shared that the painting schedule, in and out of the classrooms, is not where it should be, due to a lack of hours and the extensive day-to-day maintenance needs of the campus, including many hours spent on the HVAC systems.

We missed a school day last year, and additional instructional minutes, due to a gas leak. The District’s Long Range Facilities Plan includes major structural overall, particularly of plumbing, as pipes have aged beyond their safe use. The roots of the tall trees that add to the beauty of our scenic campus, are impacting the plumbing and electrical systems. This capital improvement necessitates major expenditure I. We have only just heard that our local electorate has passed “Measure B”, a $47 million bond to pay for this major improvement project. The implementation of this plan is to begin Summer of 2017 after a definite/definitive plan is approved.
Evidence

Survey - Individual Reflections on Governance and Culture

Student and Staff Interviews

Campus Improvement Plan

Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials, are effective.

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction, including online.

All departments have reasonable access to the materials they need for instruction. Textbooks are on a rotating cycle of adoption, and the choices are shifting towards materials that are (also) available online, including additional e-tools to facilitate student learning. There are effective procedures for acquiring necessary materials and the procedures for purchasing are clear. Library media resources are abundantly and manifestly available, thanks to the consistent support of student learning in the form of information resources from our library team. Online instruction is well supported through APEX and appropriate staff supervision and support. Our technology team consistently supports the electronic learning environment in all classes, by keeping the hardware, software, and networks running efficiently.

Evidence

Textbook Adoption Calendar  
Purchase Order Policies

Staff Interviews

Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of well-qualified staff for all programs, such as online instruction and college and career.

**A5.5. Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Appropriate, available resources have enabled the hiring, nurturing, and ongoing professional development of a well-qualified staff. Except for brand new CTE instructors operating under an emergency credential (while working towards their proper credential), all teachers are highly qualified to teach in their respective subject areas. As new programs are added, via the school and district curriculum committees and the School Board, teachers, and, if necessary, administrators undertake the appropriate certification training and courses to be certified to instruct in new subject areas/disciplines.

As NU has added programs, particularly CTE pathways, we have sought educators who are working in those fields. We have also been training teachers to perform within developing academies, like our Partnership Communication Arts and Green Academies. Numerous
resources have been allocated to increasing the use of technology on the campus, and in courses generally. Our counseling staff have been expanding their skill base in the use of Career Cruising, to help students identify their learning and education goals, guiding them towards their achievements.

**Evidence**

PD agendas

New course applications

**Long-Range Planning**

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions, ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** Evaluate the effectiveness of these processes.

The district’s LCAP was created, and is monitored by, a committee of varied stakeholders. There are open meetings seeking public comments and feedback on the LCAP, to determine what the priorities are for the school community.

**Evidence**

LCAP

Public LCAP meeting minutes

District 2020 Mission/Vision Summit notes
Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

- Stakeholders would like greater face to face contact with the School Board and District administration.
- There are formal and informal communication avenues to involve all stakeholders in the decision-making of the school.
- The Site Council is the primary tool for multiple stakeholder involvement in the decision-making of the school.
- The facilities are in need of major structural improvements which should be addressed with the successful passing of a local bond measure B.

Prioritize the strengths and areas for growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- School Board making decisions, with improving student learning as the guide
- Growth in use of data - multiple cyclical data analysed in multiple venues and reporting to stakeholder groups
- Beautiful Campus

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Increase the voice of all stakeholders - find venues for feedback for staff (classified and certificated), students, parents, and community members
- Evaluations (staff, admin, student)
- Clear calendar of data analysis and reporting to stakeholder groups
- Need for a plan for major physical plant needs in terms of plumbing and electrical system updates
- All community members respecting the campus
Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Nevada Union uses current educational research to maintain viable, meaningful instructional programs. This is primarily accomplished in cycles of curriculum adoption, and through attending research backed professional development. As we seek to align all courses with Common Core State Standards as well as CTE standards for California, we are aligning with research-based curricular standards. While we do not have a formal best practices committee or initiative that directs a staff-wide effort at engaging with current research, departments and colleagues (not the least of which are led by our librarian), informally exchange articles about brain research, the effects of poverty on learning, restorative justice, and other current topics in education.

In the adoption of curriculum, each department looks for the research that is cited in the textbooks and curricula, to verify that they are valid and aligned with state standards.

All departments participate in professional development, both in the form of specific, pedagogic training, as well as national and regional conferences in their fields (like NCTM for mathematics). These are positive opportunities to engage with primarily research-based tools. Aside from these subject matter conferences and technology, a great deal of our professional development over the past 3-5 years has focused on creating a PLC, working with the materials and tools from Solution Tree. We appreciate the research based pathway towards improving student learning.

Math, ELA, and Science have all engaged as departments with the California frameworks in working together to adopt the Common Core State Standards, as well as the Next Generation Science Standards. Our CTE teachers have attended conferences, and engaged with CTE standards, to enhance their work and the school’s work with career standards. Performing Arts department teachers participate with their students in annual festivals and competitions adjudicated by professionals in the subject areas, who provide feedback on the most current and best practices in arts education. The Drama program applies research on student motivation, as well as current research on activity and exercise, and its impact on learning.

Evidence

Textbook research cited    Staff interviews    Department minutes/collaboration notes
Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

ELA and Mathematics departments have collaborated in adopting the Common Core State Standards and translating them into ELOs (departmental/course Essential Learning Outcomes). World languages collaborate in their curricular planning using ACTFL standards. Science department is working with the Next Generation Science Standards, and Common Core State Standards are incorporated throughout their curricula. Departments are using up to date textbooks, and are adopting new standards-based materials, when they acquire new textbooks as per our adoption schedule. CTE departments and teachers have assisted other departments in getting students both college and career ready, particularly through CTE work readiness standards, which are accessible online; along with curricular lesson plans that can be (and are) directly implemented in the classroom. Many academic teachers attend conferences, not only in their respective fields, but also in CTE pathways (regionally and nationally). Our Performing Arts teachers use the National Core Arts Standards. Drawing and Painting students are taught on the basis of the Getty Foundation’s Elements of Art and Principles of Design, as well as the California State Standards for Art for Proficiency and for Advanced students. Our SH (severely handicapped) program uses N2Y Unique online curriculum, based on the common core, and allows students with disabilities access to the general curriculum, and Transition Passport, to maintain a meaningful program that has scope and sequence.

All core academic departments and art departments work within the UC a through g requirements, as set in forth in the accepted course submitted syllabi.

Evidence

Course syllabi     Student Work
Department Minutes/Collab Notes Alignment Project (Instructional TOSA)

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Our instruction TOSA has spent the better part of two years working with English, Social Studies, and Science departments to align to standards, and to align to Common Core ELA standards in all classes. Reading and writing are receiving attention in all three of these core areas. Science and CTE teachers have brought in guest speakers to offer connections of their curricula to the workplace, as well as taking field trips to college campuses and to industry. Humanities, Partnership, and Green academies collaborated to create cross-curricular units, and our CTE pathways involve collaboration among teachers of multiple subjects.
CTE foundation standards are embedded in every CTE course, and are directly connected to specific industry and general workplace standards, acclimating students to career readiness.

Our Special Education (SPED) program creates IEPs that have individualized goals developed to help students meet academic and college/career readiness standards. SLO’s are assessed through the course curriculum, performance in the general education courses, and progress on the IEP goals which are reviewed quarterly.

As a school we have in some ways ‘put the cart before the horse’ when it comes to our Schoolwide Learner Outcomes. Many departments have focused more exclusively on the state standards (CCSS, NGSS, ACTFL, CTE, etc) as our ESLRs are out of date, and are not as relevant (due to changing times/populations/learner needs and to their age) to planning as they once were.

**Evidence**

Student Work Department Minutes/Collab Notes

ESLRs

**Integration Among Disciplines**

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Our CTE TOSA, the CTE teachers and the CTE Advisory committee are working to ensure alignments and integration between the career technical disciplines and the academic standards. All programs are constantly working, as individual teachers and collaboratively in departments, to align their content with the appropriate standards, as described in the previous sections. All courses that use outside resources beyond their curricula, use only resources that further the standards based learning goals of that course.

Departments also work towards integration and alignment in scope and sequence between prerequisite courses, and those coming later in the department's sequence of courses. As standards are not inherently confined to particular courses, it is the work of each department to determine which courses will address the standards, or more frequently, which elements of the standards are to be addressed in a given course.

Our counseling department’s work with Career Cruising in conjunction with CTE, Science, and English departments, has connected and integrated students’ work in the classroom to career and college goals of each individual student. Cross-disciplinary efforts in academies, through blocking classes and aligning curricular goals, in simulations and research projects, integrate ideas for students across multiple disciplines.

**Evidence**

Course Syllabi CTE Collab notes

CTE Advisory Committee minutes

**Articulation and Follow-up Studies**
B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

NU regularly articulates with feeder schools as well as local colleges, universities, and technical schools. English and mathematics teachers use long term relationships with the local feeder schools to work out issues involving placement in courses, so that 8th grade teachers are aware of what students need to know, and what they will be need to be ready for, when they reach NU. Performing Arts and other electives teachers reach out to potential incoming 8th graders with performance visits to many local feeder schools, for recruitment purposes, but also to expose incoming students to the rigor expected in their elective courses at NU.

Our Science, English, CTE, Math and Performing Arts departments work regularly with Sierra College, our local community college and regional universities. Science teachers continuously articulate with Sierra College, CSU Chico, University of Nevada - Reno, and UC Davis. Our mathematics teachers have worked also with UC Davis through their STEM outreach program. The Partnership academy takes students to CSU Chico, and to Sierra College Rocklin campus, and students can earn dual credit for their participation in the Video Productions class. Our Community Roundtable this summer also involved representation from Sierra College. Many of our CTE courses, particularly capstone courses (end of sequence) are articulated with local colleges, and some CTE teachers serve on advisory panels for our community colleges.

Our counseling department at the end of each year administers a survey to seniors about their post-secondary plans, to determine which are heading to technical schools, community 2 year colleges, 4 year colleges, or are directly entering the workplace.

Evidence

Senior exit survey results
Department Minutes/Collab Notes

B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program, and are provided assistance with a personal learning plan to meet the requirements of graduation; in this way, they are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices, and pursue a full range of realistic career, college, or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Our counselors work with students each year to determine appropriate choices, while being sure
that a full range of realistic college and career preparatory courses are explored. Our growing
number of CTE pathways has opened the field of outcomes to many students beyond
college-preparatory and graduation to career entry points. Counselors present possible course
offerings to all students in their classrooms each year, including AP, honors, CTE, the Arts, and
present information about courses required for graduation. Students are guided by counselors
towards success goals that students and their parents have established, with Career Cruising
supporting and helping students create and define their post-secondary goals. Students are also
advised by current teachers to maintain rigorous schedules, while pursuing realistic expectations,
depending on their current work levels and depth of understanding, as evidenced by grades and
formative assessments.

Our Math and Science departments have a schedule of courses that meet students of many
theory and depth of understanding, and we encourage students to move laterally to
and from graduation requirements to college preparatory, to CTE. Along with CTE offerings we
have a few classes to meet the variety of student goals. The Math department offers two math support
sections to help students be successful in Algebra 1, a graduation requirement and a gateway to
additional mathematics courses. We also offer classes to bridge between Geometry and Algebra
2 for students who need the extra time to harness tougher abstract concepts. Science makes
similar course offerings, and with CTE courses that qualify for Science credits, students can find a
course that meets their needs, such as Horticulture, Forestry, Life Science, Biology, and
Chemistry, as well as multiple opportunities for AP classes. AP sections are also abundant in the
Social Studies department.

Our CTE programs are leading the school’s students towards college and career readiness. Clear
ELO’s for all students develop the hard and soft skills they will need to be successful, whether in
college, or in pursuit of a career. Through their labs, projects, guest speakers, and advanced
programs, CTE pathways offer work-based learning.

As evidence of preparing for college and careers, NUart sends students to art schools around the
country (NY School of Visual Art, Boston Museum School, SAIC, Cooper Union, Kansas City Art
Institute, Otis College of Art and Design, Art Center Pasadena, California College of Art,
Academy of Art SF, Cornish Seattle, San Francisco Art Institute, etc) as well as to schools where
students major in some form of art. Our students have been hired by or work for Industrial Light
and Magic, Sony Entertainment, the Sims Franchise, Otis College of Art and Design, People
Magazine, etc., as well as working successfully as entrepreneurs in their chosen fields of art.

Evidence

CTE collab notes Master Course Schedule
Department Homegroup Findings CTE pathway offerings
Course syllabi

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is
accessible to all students through all courses/programs offered.

B2.2. Prompt: Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all
programs that includes real world applications. To what extent do the instructional practices of teachers
and other activities facilitate access and success for all students?

A rigorous, relevant, and coherent program is available to all students at Nevada Union High
School, and real world applications exist in all departments and courses, but to different extents. Some students and some parents have offered the feedback that the level of rigor and the relevance of the material studied will depend on the section of the course selected. Teachers will need to develop consistency across disciplines, so that rigor, relevance, and coherence are dependable and predictable, no matter what section a student is in. Working through the PLC model by department, should enable departments to define the ELO’s for each course, and adopt a common depth, rigor, and expectations for all sections.

There are support classes as well as interventions, such as tutoring, and SST’s to support all students learning at high levels. Science and Math have department driven tutoring 3-4 sessions per week, hosted by a credentialed, highly qualified, department member. There is also a coordinated effort for peer tutoring through the California Scholarship Federation (CSF) club on campus. Title 1 tutoring is available throughout the week, before and after school, and EL tutoring is also available after school most days.

Real world applications are present in most classes. The Senior Project, the capstone effort for every graduate, is completely based in the real world, with most projects serving in the community, and many as explorations of potential careers. The labs (including wet labs), in Science ground the curriculum in hands-on applications, and the lab write-ups are based on National Science standards and Common Core writing standards. CTE courses are embedded in real world situations, and effectively teach real world skills, both hard and soft. CTE courses are skill based, hands on courses designed to have all students college and career ready. Because we are teaching specific skills, it is relevant and challenging to all learners, from academically advanced, to at-risk and academically challenged students.

The Math department is being more concerted and consistent in real world applications, embedded in this practice via the choice of textbooks, and through our practice of Performance Tasks, nearly one per unit of study, in which students solve a real world based, open-ended problem. The Social Studies department’s common assessments focus on skills, supporting arguments, critical thinking, media literacy, current event discussion, debates, and analytical writing. Our PE program offers a rotation of a variety of physical activities, with an emphasis on exposing students to a multitude of potential lifelong physical activities. The SH program offers independent and community living classes to connect students with real world situations and prepare them for post-secondary work and living.

Evidence

Interventions Pyramid Tutoring Schedule
Student Interviews Instruction and Curriculum Focus Group minutes
Student Homegroup minutes

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

There are many points in developing, monitoring, and revising a student’s personal learning plan and their post-secondary goals at NU. All students begin with a 4 year plan created with their
counselor and their parents. This is revisited annually in each classroom, with visits from the counselors, and in individual sessions to ensure each student is on a pathway towards their post-secondary goals. The classroom counseling sessions cover graduation requirements and 2- and 4-year college requirements. Teachers are aware of the possible course sequences, and informally advise students on scheduling future courses. Students in CTE classes are counseled to determine how best to continue within their pathway sequence. Advice is given based on the students’ long range goals and at what levels of skills and interests they are.

Our counselors are continually reviewing and updating 4 year plans, with input from students and parents based on the goals set by students and parents. Most teachers post grades regularly on Eschool and/or Schoology, and parents have access to both online. Some parents become frustrated when they are not able to access all of their children’s grades from the same source, and with regularity. Our Intervention TOSA and teachers recommend SST’s and other interventions based on the progress that students are making towards their goals. Reports on Ds and Fs from the intervention TOSA identify students who are failing to meet their learning goals, and who are not progressing in their 4 year plans.

**Evidence**

<table>
<thead>
<tr>
<th>Counselor Department Minutes</th>
<th>Career Cruising</th>
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<tr>
<td>SST minutes/schedule</td>
<td>Student 4-year plan samples</td>
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<tr>
<td>Master Schedule</td>
<td>Student Interviews</td>
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**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

In addition to classroom visits to cover the requirements for graduation, CTE pathways, and a through g courses to be eligible for colleges, counselors seek to inspire students to develop postsecondary goals, by hosting the annual College and Career Night. In addition, workshops are held at strategic points throughout the year with regard to college and career preparation, including lunchtime workshops to assist students through the application process. Twice a year, NU hosts the ASVAB for students who are considering the military as a postsecondary option. CT, SAT, PLAN, ASPIRE tests are also given at NU. Our counseling department also brings Sierra College counselors to campus for on-campus registration.

Every Senior participates in the Senior Project, and in this process develops (if they haven’t already elsewhere) job interview, oral presentation, electronic presentation, research, and project completion skills. CTE pathways strive place students in industry specific internships. Working within an industry will enhances a student’s skills and help them to determine if their career goals are a good fit. Internships build relationships with adults within the industry, who have completed a specific educational pathway to serve as mentors for students.

Teachers in Science, the Arts, CTE, and Partnership academy, take field trips to college campuses, exposing students, some who will be the first in their family to go to college, to some of the realities of college. Students in the Auto Tech program visit UTI technical institute as a
possible destination post graduation.

Evidence

CTE work readiness standards  Partnership field trip destinations
CTE pathway syllabi
ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

- Courses are aligned to state academic standards, to national professional standards, to CTE work and college readiness standards.
- Students are supported in learning at high levels through multiple tiers of interventions including multiple tutoring offerings, SSTs and grade monitoring.
- CTE standards lead the school towards career-readiness standards.
- A wide variety of course offerings including CTE, arts, and AP and honors courses.
- 4-year plan that is started Freshman year and monitored and updated annually.

Prioritize the strengths and areas for growth for Category B.

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

1. Wide variety of courses and paths for students including excellent art programs for a school of this size
2. CTE pathways and career-readiness preparation

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

1. Consistency in ELOs for each section of each course
2. Greater rigor to all students in all classes
3. Deal with scheduling conflicts for students to be able to take all desired courses
Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.

Students at NU are involved in challenging and relevant work in many of their classes, as can be observed in student work. Our Math department has increased the number of more demanding problems that they are embedding in group work and in individual independent practice, and through Performance Tasks, teaching open-ended problem solving, (much like the questions asked in the CAASPP Performance Task). Lab Reports, and a variety of formative and summative assessments, make a clear case for rigor in the Science Department. Through analytical writing assessments and document based questions, (DBQ) the Social Science department requires rigor from their students working assiduously, on relevant material, across disciplines. The project-based learning and employability grading that occurs in CTE pathways, includes external and in-class observations of student work. Students in PE are observed daily on their skills in teamwork, being prepared for class, their leadership, and their problem solving abilities.

Our SPED department works to move each of their students to the Least Restrictive Environment. Every student with an active IEP participates in a course of study appropriate to their needs and abilities. The goal for every student with an IEP is to have a course of study that aligns with the least restrictive environment. LRE means that a student who has a disability should have the opportunity to be educated with nondisabled peers to the greatest extent appropriate. The level of student need is identified through student’s academic performance, teacher observations, grades, and triennial assessments. Each SH special education student has individual education goals that identify their individual needs. World Languages balance the 4 language learning modalities within and across units.

Evidence

Student Work Samples  Student Interviews  Student/Parent Homegroups
Classroom Observations  Departmental Findings/Evidence

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected
Most students in most classes are aware of the standards and expected performance levels for each area of their studies. On their participation in the school as a whole, students are aware of requirements for completion of the high school’s programs. Students are far less aware of the current ESLRs, mostly because they are not current and are in the process of revision.

In the classroom, teachers use a variety of strategies to alert students to what they are expected to learn and how they must demonstrate their learning. The goals or objectives of most lessons are posted in the classroom and/or online, using Schoology or personal websites, and most teachers begin their time with their students introducing or reviewing the objectives of the day. Course syllabi reflect the scope and sequence of most courses, as well as what is expected of all students.

Students in Performing Arts receive written instructions for each assignment and also get to see an example of high level student work from the previous year. In PE there are visual and verbal descriptions of the teacher’s expectations, as a precursor to every unit. In Science, learning objectives are posted daily and consider “Big Ideas” objectives in AP classes. Rubrics are used in many courses, for example in Social Studies where rubrics are gone over upon the introduction of an assignment. In addition to other schoolwide strategies, CTE courses regularly employ portfolio outlines, and timeline project sheets.

**Evidence**

- Course Syllabi
- Course ELOs (where explicit/developed)
- Student Interviews
- Sample Rubrics from Assignments/Assessments/Projects

**Differentiation of Instruction**

**C1.3. Indicator:** The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

Teachers at NU differentiate instruction across multiple instruction strategies, including using media and other technology in (and out) of the classroom to engage many learning needs of their students. We need to improve the consistency of this differentiation across sections, and in the evaluation of these differentiation efforts for their efficacy. All teachers appreciate the assistance of SPED teachers and paraprofessionals who assist in keeping student learner needs in focus, and accommodate and modify assignments for SPED students as needed, to ensure learning at high levels. The regular IEP review and quarterly updates of student goals, keep students learning to their full potential, providing a bridge of support, so that they may access the ELOs (Essential Learning Objectives) of each of their classes.

Some students and parents offered feedback during homegroup and focus group sessions, asking for better instruction from some of their teachers. The feedback ranged from a desire for greater consistency among different teachers of the same course, to wanting more dynamic instruction from some teachers who the students did not feel engaged them in their learning. Students expressed a need to give feedback in the process of evaluating courses, as a tool to receiving more effective, dynamic, and engaging instruction.
All departments at NU teach through multiple modalities to meet students with different learning needs. Students in World Languages receive written, as well as verbal, instructions and there are simplified tasks for beginning students or for students with special needs, which still offer access to all ELOs. On many projects, students are given choices for projects (monologues, choreography, music), searching for intrinsic motivation to master concepts, as well as a focus on student strengths, to teach content. Science uses a variety of instructional strategies to increase student learning, retention, and assessment of learning, ranging from powerpoint notes and discussion, socratic seminars, hands-on inquiry, research, laboratory experiments and write-ups. Students are then assessed on knowledge, skill development, and application. The Math department is adopting more group problem-solving instruction, to assist students in understanding the concepts of their courses, and in building their own understanding of the material. Performance tasks are being used across the department to ensure that all students are given access to high levels of critical thinking problems. CTE teachers help students learn a wide variety of current industry-related technologies, and is inherently mixing academic knowledge with skills applications. They are then assessing the effectiveness of multiple methods of instruction, using formative and summative assessments.

Evidence
Course Syllabi  Student Interviews  Classroom Observations
Department Minutes/Collab Notes  Student Work Samples

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge
C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Teachers at NU are well versed in the content of their courses, growing in their depth of knowledge of the Common Core standards, and use a variety of research-based instructional strategies in their courses. Consistent professional development and our growth in understanding and using PLC concepts to maximize our internal resources, keeps the staff current with content, and fluent with instructional practices. Students regularly are exposed to, learn through, and use multimedia and technology in their learning. This is easier now that we have issued a Chromebook to every student. We have experienced many growing pains in this endeavor, both in terms of getting good use out of this technology investment (ensuring teachers are exposed to and comfortable with multiple uses of this technology), and keeping our tech. staff occupied with the many challenges that the data demanded by our learners presents to them. They have proved to be admirably equal to the task.

NU is benefitting from the work of our Instructional TOSA and a Technology TOSA. Our
Instructional TOSA has not only guided us in our adoption of the Common Core, assisting all departments with strategies to teach reading and writing, and lead the way through our Alignment project; he has also acted as a resource to all teachers who want to add to their standards-based practices in the classroom. Our district technology TOSA has been working this year to help all teachers further the use of technology in their classrooms, and to get students access to digital learning modalities. These two personnel are also making the staff aware of further educational research, both informally and formally through PD offerings. Our countywide PD day this fall was anchored with a keynote presentation by the tech-laden Energize Learning with STEAM*, presented by Jon Corippo, CUE Director of Academic Innovation; and teachers went away with many new tools to incorporate in their teaching.

Some teachers at NU are on the forefront of innovating strategies in their classrooms. Math teachers are using coding and robotics to enhance the learning of their Geometry students, and another math teacher is using a partially flipped classroom, giving access to video lectures through Youtube and Schoology, while still having time to practice mathematics. Simulations are used in the Humanities Academy, and Partnership Academy uses joint projects for students to cross disciplines and maximise their strengths as learners. Beyond the academies, Social Science teachers use current events, opposing viewpoints, DBQs (Document Based Questions), socratic seminars, guest speakers, simulations, and discussion based videos.

Evidence

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<thead>
<tr>
<th>District/County PD agendas</th>
<th>Student Work Samples</th>
<th>Edtech Blog</th>
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<tbody>
<tr>
<td>Instructional/Technology TOSA job descriptions</td>
<td>PLC minutes</td>
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Students and parents appreciate the deeply caring teachers and know that the relationships that teachers build make an impact in student learning and engagement. Teacher passion is not universally evident, but it is appreciated when present, and many of our teachers show great enthusiasm in their teaching. All teachers seek to establish a positive, open classroom culture, that allows students to express their understanding and receive feedback.

Teachers in the Science department use labs, activities, independent research and reading assignments as opportunities to coach students, and are as often at the students’ sides as they are at the front of the classroom. Performing Arts students have large and small group rehearsals, with instant critical, positive, and immediate feedback to maximize their practice time. Art classes are constantly filled with checking for understanding, observing student work constantly, and offering feedback, solicited and otherwise. During Performance Tasks in mathematics courses, students have access to teacher support, but not teacher “takeovers”.

Teachers in all subjects are moving throughout the room, during guided and independent practice, during group project based learning, offering feedback (oral, and written), encouraging
efforts, asking probing questions, asking for justification. Math teachers also make use of MathXL, an online additional resource from the new line of textbooks, that facilitates student practice with feedback. The natural coaching relationship in PE is not taken for granted, as teachers move in and out of direct instruction and coaching students on their skills. Resource teachers in SPED make sure the learning expectations are clear to students, and then use both guided and independent practice with feedback.

The hands on learning in CTE courses also lends itself well to the coaching relationship. Teachers coach students in acquiring the skills as they are using equipment. They also align course content with FFA Career Development Event contests, furthering the appropriateness of the coaching relationship, as teachers become coaches of teams of students competing in the events. In World Languages teachers instruct and model the learning, then leave room for students to perform with coached support.

Evidence

Student Interviews
IEP/504 plans

Classroom Observations

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Students in focus groups expressed a desire for greater rigor in some classes, wanting to use higher level thinking and analysis, and a greater challenge. Some teachers presented the challenge of demanding critical thinking, and high levels of processing content, considering the variety of skills, knowledge, drive, and academic strength prevalent in our students.

The performance tasks embedded in the new mathematics curriculum demand higher levels of problem solving, including the persistence needed to attempt problems without a recommended algorithm. New knowledge is being created, as math students attempt to solve problems they haven’t encountered previously. Students in Social Studies classes are asked to gather many points of view, to use a variety of resources, to organize their thoughts into coherent arguments, and to clearly communicate their thinking. World Languages include a culminating activity to each learning unit, where the language modes are switched so students have balanced practice of assessed skills by the end of the course - demonstrating proficiency in Listening, Speaking, Reading, and Writing in a second language. Students in CTE courses are attaining industry level certification in many pathways.

Evidence

Student work samples

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work
Students are asked to demonstrate higher level thinking and problem solving skills. Feedback from self-study participating students is that they would like to see more of this in every classroom, adding to the depth of the curriculum and the breadth of learning experiences. Many students experience a variety of instruction tools that address higher level thinking and problem solving, but not consistently and not in every class.

In the Social Studies department evidence of these higher level thinking tasks can be seen in FRQs, DBQs, debates, and in the simulations run through the Humanities Department. Simulations provided for Humanities students speak to a perceived lack of consistency, and asks students if they are are experiencing a common high level of rigor. Performance tasks in Mathematics courses are anchoring each unit of study, posing tasks that demand higher levels of thinking and problem solving; and open ended, rigorous thinking processes lead students towards higher level tasks in the Science department; in-class and SAE projects support in-depth of knowledge in the CTE curricula. Peer review is used in many courses, including English and Performing Arts, where peer performance critiques involve higher level analysis and communication of these critiques, in a usable format, for their peers. Students must understand the objectives if they are using them to evaluate the work of their peers.

Evidence

Student work samples (performance tasks, research projects, lab write ups, SAE projects)

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Nevada Union is supporting the use of technology to enhance student learning in many ways. 2016/7 is our first year as a 1-to-1 school, with every student being issued with a Chromebook. This huge undertaking was a priority for our District and its use of resources, not limited to the actual Chromebooks, but including the tech support to run 1600 units (sometimes at the same time - think bandwidth!), and hiring a TOSA to help teachers use technology effectively for instruction and learning. Departments are growing in their capacity to use technology in effective ways in and out of the classroom.

In the Performing Arts students do online research for scenes, monologues and choreography based on cultural and historical pieces. CTE has been using the Iron Chef learning strategy from John Corippo (who was our County PD guest speaker this year), where students are using Google Slides as a class, creating content where the entire class is involved in a product. Math teachers are using Desmos, both basic graphing (with sliders to study transformation and the structures of functions) and regression tools, in addition to teacher-designed instruction units. Science (and math) are using e-texts for a number of classes, including using e-tools to enhance student learning.

Many teachers, and departments as a whole, are using Schoology to keep students and parents aware of what is happening in courses, as well as using the online platform to explore content, to assess student learning, and to provide feedback and electronic classroom “discussion”. Many
parents are voicing a desire for consistency in using Schoology, or e-schools, so that there is one location for getting information about classes, and to track how their students are performing. Some parents have also expressed concern that the technology may appear to be fulfilling the role of enhancing learning, but that if it requires only the same level of thinking as reading text, or completing a worksheet, it may not be fulfilling that role.

Evidence

Student (electronic) work samples  Edtech blog  Course Schoology Pages
Tech PD announcements  Classroom observations

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

In many classes students use a variety of materials and resources other than the textbook. Social Studies students use resources on the web, accessible through their Chromebooks, are engaged with video clips in the classroom through Youtube, and are using primary and secondary sources including a variety of different media and sources of current events. The Science department uses skype to present guest speakers, and use spreadsheets to incorporate data from labs into their lab writeups. Math teachers are using graphing utilities, like Desmos, Geogebra/Sketchpad, and other online math resources to engage students and to support their learning connections between different representations of functions. CTE courses are using curriculum that is experienced almost entirely outside of a textbook, including field based projects, computer simulations, guest speakers/chefs, and field trips. All Arts programs are based in production and performance with rubrics that students experience through class discussion and examples of previous student and outside artists’ work. PE introduces textbook learning into what are otherwise inherently experiential courses. World Languages engages students in dynamic formative assessments as cultural research and presentation projects, which require students to look beyond their textbooks to find sources of cultural information.

Evidence

Course Syllabi  Student Work Samples  Student Interviews
Collab notes

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Career preparation is comprehensive at Nevada Union. Students prepare early by developing a 4-year plan with their parents, under the guidance of their counselor. The 4-year plan takes into account student goals, and helps them align their schedule to meet these goals. This plan is monitored, evaluated, and updated as student performance data is measured and student’s clarity develops during their 4 years. This process is enhanced by our use of Career Cruising, a
planning utility to help students, counselors, and parents develop student learning goals.

Students undergo a broad exploration of careers during their sophomore years to investigate personality types, skills inventories, and interest batteries. This data is developed into the Sophomore Passion Project, whereby students prepare and present to their peers, and a panel of outside community members. The culminating NU student activity is the Senior Project, culminating in research, job shadowing, and in-depth inquiry into their field of choice.

All CTE courses are career preparatory by design, including setting the standard for our school in defining and using career preparation standards. CTE pathways are using and further developing internships so that all students can experience their field of choice in meaningful and exploratory ways. These internships include partnership communication arts students working with digital technology in local software industry; Sports Medicine CTE students in physical therapy offices; and CTE Automotive tech students in local auto shops, using the latest diagnostic equipment.

FFA Ag Career Development teams are exposed to, learn, and practice skills that will apply directly to future careers. SPED case managers review progress as reported by transition staff, and students with IEP’s can be assigned direct, one-on-one career awareness and preparation activities. Students taking Computer Science, through the Math department, are exposed to coding and computer engineering jobs through the curriculum and through guest speakers. The Green and Partnership academies identify and select field trip destinations and guest speakers, that introduce real-life work experiences into in the classroom, engaging students by including these job practitioners in the curriculum. In the Performing Arts program, students learn from and train with current professionals in their fields, for example, guest choreographers. Advanced dancers train with physical therapists once a week, benefiting from the developing field of physical therapy.

**Evidence**

<table>
<thead>
<tr>
<th>Senior Project descriptions</th>
<th>Sophomore Project descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE career readiness standards</td>
<td>Internship agreements</td>
</tr>
<tr>
<td>4-year plans</td>
<td>Student CTE portfolios</td>
</tr>
<tr>
<td>Lists of Guest Speakers by department</td>
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</tbody>
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

- A wide variety of research-based instructional strategies are employed during the school day.
- Many support systems and tools to facilitate greater student achievement.
- Students experience college and career preparation in multiple areas and times at NU.
- Growth in PLC practices by department
- Students and parents have shared concerns about rigor of instruction, engagement levels of all students, and consistency across the curriculum.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction; Areas of Strength

1. Wide range of instructional strategies employed
2. Many caring teachers develop strong, respectful relationships with students
3. Excellent support structures are made available

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Develop consistency across units of the same course, so that the same ELOs are taught, and student learning is assessed in the same manner, i.e. work levels are equitable.
2. Development of PLC in each department, so that all work is channeled through ELOs, incorporating clarity and engagement in instruction, benchmark assessments, and targeted interventions.
3. Address the issue that student engagement may not be consistent in all courses.
4. Teachers should be provided more opportunities to observe, and be observed by, other teachers, and to give and receive feedback.
5. Students should engage in increased participation in the evaluation of teachers and courses.
Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress

Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: Evaluate the effectiveness of the school’s assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Nevada Union is in a period of growth in collecting, disaggregating, analyzing, and reporting student performance data. Using schoolwide national and state performance data, the administration makes efficient use of student performance data, such as results from CAASPP, AP testing, and other performance relevant to school and student needs. Disaggregation is limited mostly to looking at SPED, Socioeconomic Disadvantaged, and gender subgroups, as there is not a great deal of ethnic diversity at NU: differences in performance data result from minor changes in relatively small sample sizes. Data results are reported regularly in staff meetings, where brainstorming strategies are used to attain the primary goal of identifying causes of unsatisfactory student performance. These results are also reported in the Site Council, as it affects the SPSA, as a blended group of problem-solving stakeholders. Further reporting occurs to particular departments affecting, or affected by, the results; and to the NUPC (Nevada Union Parent Club). Much of this reporting occurs annually, and already occurs; however, NU would benefit from a more formalized and scheduled process, whereby stakeholders would come to expect results at a particular time of year, and thus be better informed of trends in year-to-year results.

Evidence

Staff Meeting Minutes N UPC meeting minutes Department Chair Minutes

District Curriculum Committee Minutes Site Council Minutes

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.
Many interested stakeholders are aware of the results of student progress towards academic standards, college and career readiness standards, and the schoolwide learner outcomes. The administration shares the results of many statewide and national testing results, as well as student behavior data, with certificated staff in numerous, regularly held, staff meetings. This occurs with greater frequency in meetings of department chairs. As well as in the Site Council, much student performance data is reported and analyzed in these meetings. Parents are aware of schoolwide performance data if they are monitoring through state API indicators, or if they attend the NUPC. NU needs to make the public more aware of student performance data as a way to retain students at NU, so they can take maximum advantage of the comprehensive set of academic, elective, and social offerings that our large school offers.

Students and parents have many opportunities to be aware of individual student performance data and progress towards achieving the academic, college and career readiness standards, and the school's expected learner outcomes. Teachers post grades regularly through eschools, or through schoology. Teachers and students may reflect back upon course syllabi to know what standards are being taught, and grades in most classes reflect progress towards those standards. Some parents are frustrated that some teachers do not make frequent enough updates in their posting of grades online, or about their being multiple websites to check, in order to obtain reporting on their student’s progress.

**Evidence**

- Staff Meeting Minutes
- Site Council Minutes
- Teacher Schoology Sites
- Parent Homegroup Notes
- Eschool Home Access Center

**Monitoring of Student Growth**

**D1.3. Indicator**: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt**: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.

Through the use of assessment tools and analysis of student work, teachers assign student grades that reflect their achievement of the academic and college- and career-readiness standards, and progress towards the schoolwide learner outcomes. All programs have clear written expectations and guidelines upon which student grades are determined and monitored. Many courses in Performing Arts, Visual Arts, and in the projects of many departments, rubrics are shared before the completion of tasks, and expectations are discussed with students, as they relate to the standards and desired outcomes of projects. Assessments are aligned with standards to ensure they are measuring student progress towards achieving the standards. Science courses are aligned with NGSS (Next Generation Science Standards); Math and English are aligned to the CCSS.

Progress towards the creation of a PLC at Nevada Union ensure the effectiveness of assessment and monitoring of student progress, in the sense that it is not unduly influenced by the teacher, and is determined rather by the requirements of the course being taken. Teacher grades are fairly consistent in their representation of the same standard of work, but discussions need to occur
during collaboration, to ensure that all students are equitably assessed on their progress towards the standards, regardless of their instructor.

SPED case managers are constantly monitoring student progress on the academic standards, career- and college-readiness standards, and the school’s schoolwide learner outcomes. This is frequently discussed with the student, their parents, teachers and relevant administrators, and paraprofessional staff members. CTE students must meet the objectives of their CTE Portfolios, and internship students are evaluated by their site supervisors, whose input is considered when evaluating student progress and achievement.

Evidence

Course Syllabi
Staff Binders
Assessments by Course
Alignment Project
Assessed Student Work

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Students benefit from a variety of assessments, both formative and summative, to evaluate their learning. The school is increasing its use of formative assessments, common formative assessments in particular, as a measuring tool, and as a guide for further instruction.

PE uses constant daily formative assessments to evaluate student progress and to determine the next phase of instruction in a unit. The Social Studies department uses skills based assessment, and is formulating benchmark questions for content-based common assessments. World Language teachers use the result of constant oral formative assessments to guide their instruction. Science teachers are using their collaboration time to develop more common assessments, and are currently evaluating the effectiveness of their Biology program. Note: many Science courses are ‘singleton’ courses, and are thus are not available to “common” assessments.

The Math department is heading towards Common Benchmark Assessments, as formative assessments, to ensure mastery by all students of essential learning, though it currently uses a variety of individual teacher-created formative assessments (quizzes, checking for understanding, peer review), and some common summative assessments. This has resulted in some frustration, due to lack of lack of clarity concerning the purpose of common assessments, reservations about the use of common assessments in the evaluation process, a change in standards from when the
first common assessments were developed, constantly changing data platforms, a lack of buy-in from all teachers in the department, and the acquisition of new set of adopted textbooks which are not yet fully embedded in the curriculum. Some of these frustrations are echoed in other departments.

With help from our Instructional TOSA (common core coach), the English department has put together a calendar of common formative and summative assessments. The department also meets to evaluate student achievement as a result of these common assessments. This progress also serves as an example to other departments of what is achievable. CTE students outline goals, and reflect on meeting or not meeting these goals, via their CTE Portfolios. This assessment has multiple entry points, allowing self-reflection and growth towards the desired progress of achieving the standards.

**Evidence**

Classroom Observations  Teacher Binders (formative/summative assessments)
Student Work Samples  Department Meeting Notes
Department Collaboration Notes  Department Common Assessments

**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

Many teachers describe individual practices of adjusting instruction based on assessment results, but departmentally this is a goal for future work. English department staff, as a collaborative unit, are using their assessment results, collectively analyzed, to determine necessary intervention and adjustments of instruction. English is using quarterly assessment results to determine instruction, planning, and pacing for future quarters. SPED teachers use assessments to adjust curriculum and modify instruction. Teachers in the science department work as individuals and in small collaborative teams to measure the effectiveness of instruction, and adjust instruction with regard to student assessment results. As departments collaborate in this way, this process will become more formal and regular.

**Evidence**

Department Meeting/Collaboration Minutes  Course Syllabi
Teacher Assessments  Student Work Samples

**Student Feedback**

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the
student-teacher interaction and monitoring of student progress based on student feedback.

Student feedback and reflection on learning experiences occurs in many classes, but not throughout the school on a consistent basis. Student evaluations of courses are a summative part of this feedback, where instructors gain insight into the student experience of the course for adjustments in future course components. Informal discussions occur in PE, Performing and Visual Arts, and numerous other departments, after observations of student performance; and continued feedback and discussion is offered throughout. In Science, students participate in self-evaluations, and peer evaluations are used in many areas as well.

On the whole, the student voice could be more valued and sought after in the assessment of student learning, and would serve to keep students aware of their own progress, and thus more aware of the learning goals of each course.

In the instruction focus group, students voiced desire to have more input into the evaluation of courses. This input, while being useful in future planning, could also serve to inform teachers more about whether students are aware of their own learning, and their progress towards mastering the standards. Most teachers are approachable and are able to have informal discussions about the areas of understanding in which students may be demonstrating a need for support.

Evidence

Course Syllabi  Student Interviews

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

The district administration and the school board are aware of the assessment and monitoring of student progress, however, they could be more proactive in this process. An annual review of the school’s data, with a deadline, would serve to guide the administration and lead team of the school to be more responsive to the data and assessment needs of the school.

Certificated, and classroom-oriented classified staff, are aware of assessment data and student progress, but there could be a more formal calendar for when all stakeholders can expect to receive and evaluate reports at particular times of the year. Schoolwide data could also be made available through the school’s website, with regular reporting as data becomes available.

Students, unless involved in the Site Council, are, on the whole, unaware of student performance data other than their own progress towards the standards. Some students are unaware of their
own progress, other than through grades which they can access online at any point.

**Evidence**

School Board minutes       Department Chair Minutes       Site Council minutes
Staff meeting minutes/agendas       DCC minutes

**Curriculum-Embedded Assessments**

D3.2. **Indicator**: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. **Prompt**: Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

Our instructional TOSA has been awaiting the conclusions of our Focus Groups to begin working with other academic departments, and some electives, to embed ELA and Mathematics Common Core standards into the curricula of those departments. At that point, assessments that connect to ELA and Math. standards will be appropriate, and will lead to adjusting instruction according to the results of those assessments.

**Evidence**

Instructional TOSA interview       Collaboration notes

**Schoolwide Modifications Based on Assessment Results**

D3.3. **Indicator**: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. **Prompt**: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Professional development activities have focused on efforts to grow in three areas: becoming a PLC, technology, and student mental health. Becoming a PLC is a move that will lead to increased student achievement, as progress towards becoming a more data-driven school, to work more collaboratively and effectively with our colleagues, and to use more strategic and timely interventions.

Student performance data on CAHSEE and CAASPP has driven Faculty to respond to testing variables in terms of preparation, space, staffing, and support. The numbers of students with multiple D’s and F’s have informed changes to our intervention programs. Student enrollment revisions have led the school to question the efficacy of our programs, and whether we are reaching all learners with the programs that we do have. Positive performance data from our small learning communities, and also perception data from students and parents, have informed our work on developing the Green Academy as a third academic entity, our second that has been embedded with a CTE pathway.

**Evidence**
D3.4. **Indicator**: The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt**: Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

The school consistently assesses and reviews the effectiveness of our programs. That being said, there is not a formal process by which data from individual programs is systematically examined to assess program effectiveness. This is an area of growth for the school.

**Evidence**

Site Council Minutes

**D3.5. Indicator**: The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt**: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

All statewide assessments are kept under a clear security protocol and involve only trained professionals, directed through a series of written instructions and clear expectations. Teachers sign that they will keep the security protocol. The administrative oversight is consistent and a classified staff member has the sole responsibility of ensuring the integrity of the testing process.

**Evidence**

Site testing coordinator interview Testing policies

Testing training agendas
Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

- Departments are in different phases of developing and using common assessments and of using data to drive instruction and plan intervention.
- The school is growing in its capacity to use data to drive instruction and to make schoolwide decisions.
- Data continues to be underused, particularly that derived from common assessments, to inform instruction and to assign interventions.
- Not all critical learner needs are being identified in a systematic way, due to issues concerning clear data to report and analyze.

Prioritize the strengths and areas for growth for Category D.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

1. The ELA department has quarterly common assessments through OARS, and meets regularly to discuss the data from these assessments.
2. The Site Council regularly looks at student achievement data
3. Other departments are developing their use of common assessments.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

1. The school needs to develop a formal plan to report student achievement data to each group of stakeholders on a regular basis.
2. All departments need to use common formative assessments to ensure that all students are learning at maximal levels, with equity across sections.
3. Data needs to be used more to drive instruction, and to drive decision making for school programs.
Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Throughout the school year there are a number of forums and events to which students, parents, and the public are actively invited or recruited, to increase the involvement of parents in the teaching and learning process. The community was formally invited to our Community Roundtable this summer, in which 80 or more business and civic leaders were asked to enhance our understanding of what our community wants our graduates to know and be able to do. This was a step in preparing to write new SLOs for the school.

Guest speakers from the community are invited to many classes on campus, including Science, CTE, Humanities and Partnership Academies, and Performing and Visual Arts classes. Our burgeoning computer science program has also benefited greatly from community experts in the field, who have generously lent their time and knowledge to developing the program and tutoring young coders. CTE has formed a community-drawn advisory board.

Parents are involved in the school in many ways. They are in regular email communication with staff, to discuss any concerns, and have access to their student’s grades through eschool home access. Parents on the NUPC find many ways to support the programs of the school, and meet to learn from each other about how to help their students have a successful experience at NU. Parents give their time to supporting clubs and sports through booster programs, and through driving players and participants. All parents are invited to college and career preparation evenings, including our career fairs.

Evidence

Community Roundtable minutes
CTE Advisory Board minutes
NUPC agendas

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise
and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations, and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

The campus and its classrooms are safe, clean, and orderly and conducive to learning. Staff, students, and parents are very confident that students are physically safe. This feeling of safety decreases when emotional safety is considered. The school teaches online safety in multiple ways, and is present in the orientation of Freshman English courses to the library and information services. All students have agreed to the acceptable use policy for the school’s network and their Chromebooks, including a parent review of our policies. There is a dynamic, quick-response internet filter that promptly prevents harmful sites from being accessed.

There are major infrastructural needs for the campus. These will be met thanks to a successful bond measure that will pay for these repairs and capital improvements.

Evidence

Survey
- Individual reflections on governance and culture
- Anonymous Classified Survey

Homegroup notes
- Parents
- Students
- Classified

Healthy Kids Survey Results

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff,
restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.

Most students experience care, concern, and high expectations from their teachers at NU. Some students would like to see higher expectations from some teachers, in terms of the rigor of their courses. In the Healthy Kids survey most students expressed that they had one or more adults on campus who they felt cared about them, and to whom they could go to get help.

Evidence
Student interviews
Staff Surveys
  - Individual Reflections on Governance and Culture
  - Anonymous Classified Survey

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.

Based on stakeholder perception data, most staff members feel there is trust, respect, and professionalism from and among the staff, administration, parents, and students. There are some staff who strongly expressed feeling disrespected by the administration, by other staff members, and/or by students. In the Culture Focus Group, some staff members voiced concerns about the demonstrated lack of respect for the campus, in terms of its cleanliness. In that same group, some students voiced feeling disrespected by some teachers and classified staff, and stated that they would like to see all staff members, indeed, all campus personnel, live up to the Miner Code of Conduct, to which students are expected to adhere. Students also expressed frustration with existing class bathroom policies, some of which were considered sexist, and would prefer to be treated as adults who can decide when they need to use a restroom.

Evidence
Focus Group minutes (6. culture)
Staff Survey
  - Individual Reflections on Governance and Culture
  - Anonymous Classified Survey
E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by involvement of business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

Student mental health was listed as the number one priority for professional development by staff at NU in a survey last spring. Teachers and other staff are aware of the importance of mental health needs of students, and are asking to be better trained to support them. The school uses What’s Up Wellness Checkups to screen students for mental health. Students also make use of the school nurse to check on their general health. When students are in need of mental health or counseling support, whether self-described or through a teacher or staff referral, students will be recommended to the STARS program, staffed by MSWs, or equivalent degree and certification holding counselors. Staff members expressed concerns about the amount of hours available to address student mental health needs. We are investigating the use of counseling interns, working towards the hours they need for certification for MSW and MFT degrees. The school also has a homeless student service coordinator who seeks to identify homeless youth and connect them to all available services. Staff members expressed concerns about the amount of available hours available to student mental health needs.

Students participate in career planning activities through Career Cruising, and in developing their 4-year plan with the help of counselors and parents. The annual college and career fair assists students in clarifying their education goals.

Evidence

Career Cruising sample
STARS Data - including waitlist
Student Interviews
STARS referral form

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

There are numerous ways in which personalized approaches to learning and alternative instruction are offered. Core academic and elective teachers work closely with SPED and support staff to ensure that appropriate tools, accommodations and modifications, are being used in the best interests of student learning. Many teachers differentiate and use multiple instructional
strategies to reach all students, engaging their particular strengths to facilitate their learning. Our Intervention Specialist reviews student performance data, and encourages teacher teams to meet with students and parents to develop individual support to help students succeed.

Our school, through the counselors, also addresses students’ individual needs and situations. The school regularly employs teachers on home hospital to work with students whose medical needs keep them from being able to attend regular classes. The school also has a process for taking independent study time for student needs, and pursuits of extra-curricular interests. Our small learning academies offer students the opportunity to engage in all that our comprehensive high school has to offer students in the majority of classes, within a smaller community. Students who lose credit for courses may take APEX online credit recovery units during the bell schedule, and these may be completed in less than a full semester.

Our CTE pathways offer students more direct work-related learning for students who are more motivated by hands-on learning experiences. Our Fine and Performing Arts programs offer multiple ways to pursue excellence to students who are motivated by artistic expression. There are other models of education within the district, including North Point Academy, a home school based program, and the Ghidotti Early College High School, which offers students high school courses on the Sierra College Nevada County Campus; as well enrolling in college courses, so that academically motivated students can finish high school well on their way to getting an AA degree.

**Evidence**

Course Bulletin
Course Syllabi (including APEX)

Home Hospital Contract
Independent Study Contract

**Support Services and Learning – Interventions and Student Learning**

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt:** Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

While a focus on intervention has been a part of the efforts at NU for many years, the past 3 years have been more targeted, through the work towards our Action Plan Goal #1 - creating a system of interventions to support student achievement. This plan involved evaluating, and making all existing interventions clear, to all stakeholders, to ensure most effective use. A next step has been to hire our Intervention Specialist, who has continued to refine our intervention process, continuously keeping track of student performance data, to identify students in need of intervention promptly, so that interventions will be more timely and effective.

There are numerous tutoring options for students, offering support in all academic disciplines. Many teachers make themselves available for support to student learning during their lunch periods, and before and after scheduled lessons.. There are formal, advertised, and well used
tutoring sessions run by the math department and the science department throughout the school week. Parents in the instruction focus group praised the clear and consistent support of math tutoring in the library. There is additional support for Title 1 students in the G3 NU Connections office. This is to support Title 1 students, although no students are turned away. Instructional aides work to help students keep up in their math and ELA courses, before school, during lunch, and after school. These same aides accompany students during the day, helping them make the most of their classroom time, and making clear the expectations of teachers, who have many Title 1 students in their section. There is also ELL tutoring available after school.

Support classes in ELA, in math, and in reading are available for students to support their achievement during the bell schedule.

California Scholarship Federation is a club on campus in which all participating students make themselves available as peer tutors to any students who are struggling in their courses; these are monitored and held accountable by two credentialed, highly qualified teachers.

**Evidence**

<table>
<thead>
<tr>
<th>Tutoring Schedule</th>
<th>Support Classes in Course Bulletin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Pyramid</td>
<td>Intervention Specialist (TOSA) interview</td>
</tr>
</tbody>
</table>

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

The school employs a tiered system of interventions. The primary level is concerned with appropriate, high-quality instruction. Our work to develop as a PLC, our evaluation process, and our PD offerings are all working to improve the quality and effectiveness of instruction, throughout the school, in all programs. A second tier of intervention lies in the communication of student learning needs from teachers to students, and teachers to parents, and the resources that parents and students can access. This includes SSTs to help students use the resources that are available to them, and an ample tutoring schedule, including available peer tutoring. Specific tutoring opportunities and support are provided to Title 1 students and ELL students, including NU Connections.

**Evidence**

<table>
<thead>
<tr>
<th>Tutoring Schedule</th>
<th>Intervention Pyramid</th>
</tr>
</thead>
</table>

**Co-Curricular Activities**

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt:** Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.
There are many strategies employed by faculty, coaches, administration and community members, to encourage student involvement in many curricular and co-curricular activities. NU has a large variety of sports, clubs, and electives, that help students grow broadly and in depth in areas of their interest. Club Rush is an event during lunch in September in which students are exposed to the different clubs on campus, to raise awareness and participation in all clubs and other co-curricular activities. Our activities director has changed the image of the student council and its membership. A more diverse group of student leadership has been emerging through that effort, and the variety of clubs appeals to students with a wide array of interests. Clubs are activity based, subject based, arts based, and event based. All are connected to an aspect of the school and connect to the SLOs. All operate using parliamentary procedure, so many roles of leadership are available to students. The Activities Director works closely with the school’s administration, to develop student involvement in the clubs and sports the school has to offer.

Evidence

| List of Clubs/Sports from Activities | Data on Student Participation in Clubs/Sports |
ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

- Many learning opportunities at the school and through the district, including temporary independent study and home hospital support, Apex online credit recovery, small academies, and CTE pathways.
- Multi-tiered intervention efforts that are clear and organized, including specific resources.
- Staff is aware of resources available to meet student personal needs.
- More data is needed to look at enrollment in AP and honors courses by demographic subgroups.
- NU has a beautiful campus that is in need of major utility repairs, and will benefit from an effort to demonstrate respect for the campus and its cleanliness.

Prioritize the strengths and areas for growth for Category E.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

1. Course offerings and learning flexibility, academies, CTE pathways
2. Tutoring schedule
3. Many sports and clubs for student co-curricular participation

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

1. Access to interventions during the bell schedule (intervention period) needed
2. All stakeholders taking responsibility for the cleanliness of the campus
3. Improved access to STARS program with greater hours of counseling available
4. Greater consistency of respect demonstrated for each other
Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue to develop as a PLC (affects instruction, curriculum, consistency, collaboration, assessment, intervention, and that all helps with student achievement).
- Changing the bell schedule to add an intervention period during the school day (accessible support for student achievement).
- Increase the consistency of soliciting feedback from and reporting updates (including student achievement data) to stakeholder groups with a annual calendar of regular reporting/feedback.
- Fix major infrastructure issues with facilities.
- Update the Mission and Vision Statements and write updated SLOs.
- Further develop the resources available for student mental health and well-being.
- Increase the visibility of the School Board into the life of the school
- Increase the respect that all individuals demonstrate for other individuals on campus (students, administration, and staff)
Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school’s follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.
Appendices:

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